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It has become increasingly important to determine if certain key segments of the population recognize and accept the premise that the occupational preparation of youth and adults is a function of public education. This report, Part I of a two-part series, deals with some of the attitudes toward vocational education held by secondary school administrators and boards of education members. Data were collected by questionnaire sent to 537 persons of which 339 or 63 percent responded. Findings include: (1) In spite of the apparent support of vocational education, the respondents indicated that they did not feel present vocational programs were effectively preparing students for today's world of work, (2) Respondents reported that they did not feel their respective counties were providing a wide enough variety of vocational education programs to meet the diverse interest, abilities, and needs of students not going to college, (3) A lack of sufficient money for support of vocational education was identified as the major reason why there was not more vocational education in public schools, and (4) The respondents felt the cost of vocational education could be justified in terms of the numbers of persons it made useful members of society. Part II, dealing with attitudes held by West Virginia employers and labor leaders, will be published later. (CH)

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ATTITUDES TOWARD VOCATIONAL EDUCATION IN THE SECONDARY SCHOOLS OF WEST VIRGINIA.

Part I: School Administrators and Boards of Education Members.

2 by
Charles Divita, Jr.

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

July, 1968

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PREFACE

With greater emphasis being placed on vocational education and larger sums of money being appropriated for expanding vocational education programs, it has become increasingly important to determine if certain key segments of the population recognize and accept the premise that the occupational preparation of youths and adults is a function of public education.

In this study, the West Virginia Research Coordinating Unit for Vocational Education has endeavored to determine some of the prevailing attitudes toward vocational education in the secondary schools of West Virginia. Part I of this two-part series deals with some of the attitudes toward vocational education held by persons in key educational leadership and educational policy-making positions, namely, school administrators and boards of education members. Part II, a companion study to be published at a later date, will deal with the attitudes toward vocational education that are held by employers and labor leaders in West Virginia.

The findings of this investigation have already proved useful in that they have been incorporated in the 1968 Legislative Study of Vocational, Technical, and Adult Education in West Virginia.

It is further expected that the findings of this investigation will be of much assistance in (1) determining the role of the secondary school in providing vocational education and (2) assessing the degree of support for vocational education at the secondary school level.

The culmination of this study represents much work on the part of many persons. Appreciation is expressed to the many individuals who offered assistance, constructive criticism, and helpful suggestions in the development of this study. The investigator also wishes to thank the many superintendents, principals, and boards of education members who took time from their busy schedules to provide the data necessary for this investigation.

Huntington, West Virginia
July, 1968

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

The manpower needs of West Virginia and the nation have changed drastically in recent years. With the advent of automation and new technologies the demand for more and more skilled, professional, and technical workers has steadily increased while the demand for unskilled workers has decreased.[1]

For West Virginia this shift of manpower needs has caused serious problems within its labor force. Thousands of West Virginia's citizens have found themselves without the skills necessary for securing employment. Business and industry have faced serious manpower shortage for skilled workers due to the fact that much of the state's labor force available for employment is unskilled.[2]

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[1] Wilbur B. Brookover and Sigmund Nosow, "A Sociological Analysis of Vocational Education in the United States," Education For a Changing World of Work, Report of the Panel of Consultants of Vocational Education Requested by the President of the United States, Appendix III (Washington: Government Printing Office, 1963), p. 35.

[2] West Virginia Manpower Coordinating Committee, "The West Virginia Cooperative Manpower Plan Fiscal Year 1968" (Charleston, West Virginia: West Virginia Manpower Coordinating Committee, 1967), pp. 18-31.

This imbalance in West Virginia's labor force becomes even more critical when one considers that each year a large number of youths leave school to enter the world of work. In 1966 more than 46 per cent of the applications for work filed with the State Employment Service were submitted by persons under twenty-two years of age. As is the case with the entire nation, many of these persons, both high school dropouts and high school graduates, were preparing to enter the state's labor force with little or no training other than that received in high school. Although the student population in West Virginia has decreased in recent years, the number of unskilled youths entering the state's labor force continues to cause serious employment problems.[3]

The advance of technology, the subsequent change of occupational trends and manpower needs, and the large number of unskilled youths entering the labor market yearly have all had implications for education. More and more people have come to realize the importance of providing youths with salable skills prior to their entering the labor force.[4]

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[3] _Ibid._, pp. 16-17.

[4] Harold T. Smith, _Education and Training for the World of Work: A Vocational Education Program for the State of Michigan_ (The W. E. Upjohn Institute for Employment Research. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1963), p. 1.

Tuxhorn has said that "the basic education problem posed by the new technology is that of educating and training all young people."[5] The Institute for Research on Human Resources has stated:

> When . . . the number of young people entering the labor force throughout the 1960's is considered along with the fact that there will be substantial increases in demand for professional, technical, and skilled workers during this same period, it becomes quite evident that the education and training of youth is of paramount importance if these youth are to be placed in jobs, kept out of the ranks of the unemployed, and find a place for themselves in society.[6]

Cognizant of the educational implications caused by the changing needs of people and changing world of work, the Legislature of the State of West Virginia recently authorized and funded a state-wide study of vocational, technical, and adult education.[7]

As part of the state-wide study, the West Virginia

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[5] Scott E. Tuxhorn, "The Educational Unit for Administration, Organization, and Supervision of Area Vocational-Technical Schools in Oklahoma" (unpublished Doctoral dissertation, The Oklahoma State University, Stillwater, Oklahoma, 1967), p. 1.

[6] Jacob J. Kaufman et al., The Role of the Secondary School in the Preparation of Youth for Employment, Institute for Research on Human Resources (University Park, Pennsylvania: The Pennsylvania State University, 1967), p. 1.

[7] West Virginia Legislature, House Concurrent Resolution No. 8, 1967.

Research Coordinating Unit (RCU) for Vocational Education was commissioned to conduct a study of the Attitudes of School Administrators and Boards of Education Members Toward Vocational Education in the Secondary Schools of West Virginia. This investigator, serving in the capacity of Research Associate for the West Virginia Research Coordinating Unit for Vocational Education, was given primary responsibility for conducting this attitudinal study which is contained herein.[8]

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine some of the attitudes of school administrators and boards of education members in relation to:

1. The value and importance of vocational education in the secondary school.
2. The secondary school's role in providing vocational education.
3. The degree to which school administrators and boards of education members tend to support presently existing secondary vocational education programs and the expansion of the same.

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[8] The West Virginia Research Coordinating Unit for Vocational Education was established on the campus at Marshall University under the provisions of the Vocational Education Act of 1963.

4. The present and future needs of vocational education programs at the secondary school level.

Importance of the study. Evaluation of educational programs attempts to: (1) measure the degree of achievement of educational objectives, (2) identify areas of strengths and weaknesses, and (3) determine program direction. An important factor to consider during evaluation is the attitudes of persons in educational policy-making positions, namely, school administrators and boards of education members. The attitudes or beliefs of these persons very often determine the types of programs offered in schools. Due to the position of these persons, their attitudes largely determine the success or failure of various school programs. The findings of this investigation are expected to be of special significance to the Bureau of Vocational, Technical, and Adult Education and to local county school systems for the purposes of program planning and evaluation and to the West Virginia Legislature for subsequent wise enactment of legislation affecting vocational education in West Virginia.

Limitations of the study. This investigation was limited to a study of the attitudes of county superintendents, county boards of education members, and secondary school principals in the fifty-five counties of West

Virginia toward vocational education at the secondary level. The investigation was further limited in that it was confined to a period of study from September 1967 to June 1968.

Basic assumptions of the study. The study was founded on the following basic assumptions:

1. That the attitudes of school administrators and boards of education members are important factors to consider when planning and/or evaluating education programs.
2. That the responses of the superintendents, boards of education members, and secondary school principals truly reflected their attitudes toward vocational education.
3. That the instruments used in securing the data were adequate.

Hypotheses. The hypotheses made with regard to the attitudes of school administrators and boards of education members toward vocational education at the secondary level were as follows:

1. School administrators and board of education members believed vocational education at the secondary level to be of much value and importance.
2. School administrators and boards of education members felt the secondary school had a responsibility for providing vocational education and that such education was rightfully part of the secondary school curriculum.
3. There was strong support among the school administrators and boards of education members for the presently existing secondary vocational education programs and for expansion of these programs.

4. The present and future needs of vocational education programs as seen by school administrators and boards of education members called for more diverse curricular offerings, more extensive and accessible programs, and more money.

Questions. In order to support or reject these hypotheses, the attitudes of school administrators and boards of education members were sought toward the following questions:

1. Is vocational education for high school students a major answer to the problem of unemployment?
2. Is vocational education in high school justifiable in terms of the money, time, and effort required for these programs?
3. Are high schools assuming enough responsibility for providing vocational education programs?
4. Should high schools expand their vocational education curriculum?
5. Can good vocational programs help attract new industries to an area?
6. Do students desire vocational education opportunities in high school?
7. Are high school students mature enough to profit from vocational education programs?
8. Can the secondary schools adequately serve as centers of occupational training?
9. Will more money be necessary in order to develop effective vocational education programs in high schools?
10. Should more money be appropriated for vocational education programs?

11. Are there enough students who need to be served to justify vocational education programs in high schools?

12. Should high schools and industry work more closely together in planning for and providing for vocational education?

13. Are school administrators and boards of education members satisfied that the present secondary vocational education programs are adequately meeting the occupational needs of students?

14. Do school administrators and boards of education members support expansion of present high school vocational education programs?

Method of procedure. In order to fulfill the purposes of this investigation the following steps were taken:

1. Letters were sent to all of the Research Coordinating Units (RCUs) for Vocational Education in an attempt to determine a method of procedure and to secure related literature and data collection instruments for possible use in the study. Many RCUs responded by returning copies of survey instruments and completed studies which were similar to the present one. In most cases the RCUs referred this investigator to other organizations or individuals as possible sources for additional information and materials. All of these persons were then contacted relative to this matter.[9]

2. All of the studies and survey instruments received from the letters to the RCUs and other sources were analyzed for possible use in this investigation. Parts of survey instruments developed by Dr. Ralph Bentley and Dr. Frank J. Woerdehoff

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[9] See Appendix A.

of Purdue University and Dr. Ralph C. Wenrich of The University of Michigan were adopted for use in the study. Letters were sent to these professors requesting permission to use parts of their instruments. Permission was subsequently granted.[10]

3. Questionnaires and cover letters were developed for each of the three categories of respondents, namely, county superintendents, boards of education members, and secondary school principals. The questionnaires were designed so that they could be computer processed using the facilities at Marshall University. The staff of the Computer Center at Marshall University was consulted relative to this matter prior to the development of the questionnaires.[11]

4. Due to the fact that the 1967-68 issue of the West Virginia Educational Directory was not available at the time the questionnaires were to be mailed, it was necessary to send letters to all the county superintendents in West Virginia requesting a list of the names and addresses of the boards of education members and secondary school principals in their respective counties. A self-addressed, stamped, return envelope was provided for their convenience.[12]

5. Questionnaires, cover letters, and self-addressed, stamped, return envelopes were sent to all of the county superintendents, boards of education members, and secondary school principals in West Virginia.

6. Follow-up letters and business reply cards were developed and sent to the non-respondents in an attempt to generate a higher percentage of returns.[13]

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[10] See Appendix B.

[11] See Appendix C.

[12] See Appendix D.

[13] See Appendix E.

7. The answers from the returned questionnaires were transferred to data processing cards using IBM Electrographic pencils. These cards were then punched and processed by the Computer Center at Marshall University.

8. Bibliographical sources such as Education Index, United States Government Publications Monthly Catalogue, Dissertation Abstracts, Master's Theses In Education, and ERIC's Research In Education were consulted.[14]

9. Books, pamphlets, periodicals, bulletins, and theses relevant to the investigation were reviewed for supplementary data.

10. The data secured from the returned questionnaires and the related literature were organized, analyzed, tabulated, and presented in this thesis.

11. Conclusions and recommendations were made on the basis of these data.

II. DEFINITION OF TERMS USED

Attitude. A readiness to react toward or against some situation, person, or thing, in a particular manner.[15]

Vocational education. Public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.

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[14] ERIC is an acronym for Educational Resources Information Center. The ERIC clearinghouse for Vocational and Technical Education is located at The Ohio State University.

[15] Carter V. Good (ed.), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, Inc., 1959), p. 48.

Secondary schools. Schools which have at least a tenth, eleventh, and twelfth grade. The terms high school and secondary level are used synonymously with the term secondary school.

School administrators. County superintendents and secondary school principals.

Boards of education members. Citizens elected or appointed in a manner prescribed by law to serve for a limited number of years on the policy-making board of the school district.[16]

Technical education. A type of education that emphasizes the learning of a technique or technical procedures and skills and aims at preparing technicians, usually above the high school level but not leading to a degree. Examples of technical fields are: Health or Medical Technology, Agricultural Technology, Engineering Technology, Home Economics Technology, Business or Industrial Technology.

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[16] Ibid., p. 482.

Area vocational school. A vocational school offering training in vocational areas and which serves more than one high school in one or more counties.

Comprehensive high school. A secondary school that includes both general education courses and specialized fields of study in its program and thus offers academic, commercial, trade, and technical subjects.[17]

III. ORGANIZATION INTO CHAPTERS

Chapter I introduces the problem and gives the rationale behind the investigation. The importance of the study, the assumptions on which it was founded, and the hypotheses made with regard to the findings also appear in the first chapter. The chapter is concluded with a step by step description of how the study was made and a list of defined terms which were used throughout the investigation.

Chapter II presents brief summaries of research studies which were similar to the present one. Studies and reports discussing the value and importance of vocational education, the secondary school's role in providing such instruction, and the present and future needs of vocational education are also reviewed in the second chapter.

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[17] *Ibid.*, p. 267.

Chapter III provides for presentation and analysis of the data. Tables showing the responses of the various categories of respondents along with explanatory and interpretative remarks also are present in Chapter III.

Chapter IV summarizes the problem and the findings made with regard to it. Conclusions and recommendations based on the analysis of the data and the review of related literature are also presented in this final chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

Throughout much of the present day educational literature, statements similar to the following one by Venn frequently appear:

> Technological change has, rather suddenly, thrown up a dramatic challenge to this nation's political economic, social, and educational institutions. Though the full scope of this challenge may not be comprehended for years to come, its dimensions are now clear enough to call for a massive response on the part of American education.[1]

Statements of this type are particularly copious in the literature on vocational education to the extent that Nerden has said that it has become trite to mention that we live in a technological society. However, Nerden realizes, as do many others, that statements about the advance of technology and the subsequent changes in the economy and manpower needs, no matter how trite, are hitting at the very crux of many of the present social, economic, and educational problems facing this nation.[2]

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[1] Grant Venn, Man, Education and Work (Washington: American Council on Education, 1964), p. 1.

[2] Joseph Nerden, "Preliminary Statement: Directions and Dimensions Vocational and Technical Education" (Charleston, West Virginia: Vocational Advisory Committee Project, 1966), p. 1. (Mimeographed.)

This technological society in which we live and of which so many writers speak has caused much concern on the part of many persons relative to the adequacy of our present educational system. Both general education and vocational education, if the two can be separated as such, have been subjected to much study and evaluation. Considerable controversy has arisen over which "type" of education is best. Some persons have argued that the purpose of schools should be to provide students with sound general basic education. Others have maintained that schools have a responsibility for providing students with vocational education, while still others have stated that schools should provide for both general and vocational education, that both are important and that in fact they are interdependent.

The literature reviewed in this chapter deals with some of the issues previously discussed. The chapter has been divided into two parts. The first part provides for a review of the general literature on vocational education. This section deals with the need for more emphasis being placed on the vocational preparation of youths and adults, the secondary school's role in providing vocational education, and the comprehensive high school versus the area vocational school as a setting for vocational education at the secondary level. The latter portion of the chapter provides for a review of similar attitude studies in which summaries of investigations closely related to the present one are presented. The chapter is concluded with a discussion of the points of agreement and disagreement, and the inherent trends noted throughout the literature.

I. REVIEW OF GENERAL LITERATURE ON VOCATIONAL EDUCATION

The urgency for more emphasis being placed on the vocational preparation of youths and adults has been stated by Venn. He said:

> Unless far more and far better education in the semiprofessional, technical, and skilled levels is soon made available to greater numbers of citizens, the national economy and social structure will suffer irreparable damage.[3]

Wilhelms, too, has discussed the need for more emphasis being placed on preparing persons for employment. He stated:

> There is still another fact, this one cold and grim: we have more youth unemployed than we had during the great depression--over a million out of school, out of work. Joblessness runs about five times as high among men under 21 as among mature married men, and the situation may well get worse. The record is better for high school graduates than for dropouts (though the graduates are having their troubles, too) and it is spectacularly different for those who have had competent job training. We are driven to the conclusion that vocational preparation

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[3] Venn, loc. cit.

> for all is a must. It may be deferred to junior college for some, or even to graduate school; it may have to reach down into junior high school for others. But somehow, somewhere, the job has got to be done.[4]

In 1962, prompted by this growing national concern over the vocational preparation of youths and adults, President John F. Kennedy commissioned a panel of consultants to study and make a report on vocational education and its relation to the changing world of work. In the report, Clark stated that much of the concern over vocational preparation could be attributed to the fact that there existed an imbalance between the nature of the labor force available for employment and the nature of the available jobs. This imbalance was illustrated by the following statement by Clark:

> There are approximately four million unemployed people in the United States. No one knows with any high degree of accuracy, but there may be as many as four million unfilled jobs. The unemployed people tend generally to be those who are relatively untrained, and the unfilled jobs tend to be those that require a fairly high degree of education and training.[5]

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[4] Fred T. Wilhelms, "Vocational Education: What Are the Big Questions?" The Bulletin of the National Association of Secondary-School Principals, XLIX (May, 1965), 4.

[5] Harold F. Clark, "The Economic and Social Background of Vocational Education in the United States," Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education Requested by the President of the United States, Appendix III (Washington: Government Printing Office, 1963), p. 12.

Clark stated that, while there was little doubt that the need for more and better vocational education and training programs would increase in the future, it was difficult to say which organizations or institutions should be responsible for such additional education. Clark made a plea for business and industry to take a more active role in vocational education. He said that it was impossible for schools, designed for the most part to serve persons from age six to eighteen, to provide all of the vocational education needed by our present day society.[6]

With regard to the role of business and industry, Clark said:

> During the past generation business and industry have developed systems of vocational training and education that in many fields rival or surpass those offered in high schools and colleges and universities--both in size and extent. This did not come about because the formal high schools and colleges had failed in their tasks of vocational training, but rather because of the nature of the economic world.
>
> . . . .
>
> In an extremely complicated technical society, such as that operating in the United States, a very elaborate educational system, extending through the entire working life of the individual, is required. Our businesses and industries have been forced to set up elaborate educational and training programs, which in the future will become even more elaborate. Clearly, business and

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[6] *Ibid*., pp. 4-6.

> industry have the competency to do many parts of the total vocational education and training needed in the United States.[7]

Clark also said that the military had joined business and industry in operating high quality vocational educational programs in many fields and that these programs too would likely expand in the future. Clark's advocation for business, industry, and the military to take a more active role in preparing persons for employment should not be viewed as opposition to vocational education in the secondary school. He stated that secondary schools had long been the backbone for vocational education but that today there had been some question as to just what types and kinds of programs might function better at another level. He stated that while it might be well to move some high school vocational education to the junior college level, a great deal of vocational education would still have to be provided for persons of high school age.[8]

Clark maintained that a comprehensive program of vocational education would probably do much to eradicate the mismatch between the nature of the labor force and the nature of the available jobs. To develop such a comprehensive vocational education program, Clark said:

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[7] Ibid., pp. 5-6.

[8] Ibid., pp. 5-7.

> There should be a detailed study made in each community to determine the part of the vocational education program which should be carried on by schools, by business and industry, by the military, and by other institutions.[9]

Brookover and Nosow's portion of the same report was much more critical of vocational education in the secondary schools. They stated that the schools were too resistant to change and too inflexible to adjust their structure and curricula to provide vocational education for many of the emergent occupations. They maintained that the traditional secondary vocational programs were preparing ". . . citizens for only a very small proportion of the types of jobs that are now available in American society."[10]

Brookover and Nosow's belief that the role of the secondary school should be to provide for general basic education as opposed to vocational education was emphasized by the following statements:

> Students who fail to receive the basic education during their youth will be increasingly handicapped

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[9] *Ibid.*, p. 16.

[10] Wilber B. Brookover and Sigmund Nosow, "A Sociological Analysis of Vocational Education in the United States," *Education for a Changing World of Work*, Report of the Panel of Consultants on Vocational Education Requested by the President of the United States, Appendix III (Washington: Government Printing Office, 1963), pp. 33-39.

> as adult laborers. The most valuable vocational training that can be provided in the elementary and secondary school for most youth is, therefore, in the basic general education which has not previously been identified as vocational education.
>
> . . . .
>
> The inclusion of specific vocational education in the secondary school curriculum reduces the opportunity for students taking such specific training to acquire the general education in science, mathematics, social science and humanities which are prerequisites for more advanced education and higher levels of vocational education. Students who are directed into a specific vocational training in trades and industrial occupations, agriculture, or other fields early in their secondary school program will find that the range of occupational statuses to which they might aspire are drastically limited.
>
> . . . .
>
> . . . specialized vocational curricula as an alternative to general education at the secondary school level restricts vocational education students to a narrow range of occupational choices and limited mobility. Certainly the boy who takes auto mechanics in a vocational high school curriculum instead of mathematics, science or humanities, will not have an equal opportunity to enter other occupations in comparison with the student who takes the latter courses.[11]

While Brookover and Nosow felt that the function of the secondary school should be to provide sound general basic education rather than vocational education, other writers have maintained that good vocational programs did not neglect the general education of students. In the following statement, Scott cites some research which tends to support this latter position:

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[11] Ibid., pp. 37-44.

> Another assumption is that a broad general education provides a better basis for future career development than does education of a specific nature such as vocational education. This is not true for all persons. A recent research study conducted by the American Institute of Research, Pittsburgh, Pennsylvania, tends to indicate that those students who gained their education in the so called vocational high schools were just as well educated in the development of the "whole man" as those graduating from the comprehensive high school. The concept of not educating the whole person has often been the basis for criticism of vocational education. Because of its emphasis upon trade training, vocational education has been criticized for neglecting the education and development of the whole man. While some make a point of saying that narrow skill training necessarily neglects areas of education which are covered in academic or general education programs, this very scholarly piece of research tends to repute [sic] that point.[12]

Conant, as quoted in the National Society for the Study of Education Yearbook, spoke of general and vocational education being interrelated. He said:

> Vocational education is not offered in lieu of general academic education, but grows out of it, supplementing and enhancing it. Vocational education is an integral part of the total education program . . .[13]

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[12] Robert E. Scott, "Some Common Misconceptions Concerning Vocational Education" (Topeka, Kansas: Kansas Vocational Education Research Coordinating Unit Newsletter, January, 1968), p. 7. (Mimeographed.)

[13] Melvin L. Barlow, "The Challenge to Vocational Education," Vocational Education, Sixty-fourth Yearbook of the National Society for the Study of Education, Part 1 (Chicago: The University of Chicago Press, 1965), p. 6.

With regard to this same issue, Mathews has said:

> General education when viewed functionally is not the opposite of vocational education. The two are complementary . . . Arguments to the effect that general and vocational offerings must be totally different and separately administered will delay the development of the 21st century education needed now for adjustment in a rapidly changing economy.[14]

Williams had the following to say about the interdependency of general and vocational education:

> Too many of us have too long believed that pure liberal education is the real answer. By the same kind of self-deceiving logic, too many of us for too long have believed that pure vocational education is the educational answer. Such restricted views result in misinterpretations of man's condition.[15]
>
> . . . .
>
> Liberal and vocational disciplines need one another. The vocational aspects of education need enrichment, the scrutiny of critical intelligence, the illumination that comes with comparison, the clear delineation provided by historical perspective, and the invigoration that comes from close involvement with liberal disciplines. By the same logic, the liberal disciplines need focus. They need to be pointed in some useful direction, to have association with the practice to overcome their abstract remoteness, to be tempered by the world of human problems. They need the enrichment that comes from close involvement with functional studies.[16]

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[14] Howard A. Mathews, "Tomorrow is Now," American Education, III (June, 1967), 21-22.

[15] Lloyd P. Williams, "Vocational Education in the Western World: The Struggle for Balance," The Education Digest, XXXI (October, 1965), 25.

[16] Ibid., p. 27.

Meade, too, has made a plea for the integration of vocational and general education. He stated:

> During the past 50 years we developed a dual system of education. We denied vocational education of the contributory resources of general education just as we did not allow general education to be positively affected by what vocational education could contribute to its improvement.[17]

Meade maintained that we could not afford to continue operating two separate systems of education. He stated the high school curriculum should make use of vocational courses as reinforcing agents for general education. Meade was also critical of those who would remove all vocational education from the secondary school and make it strictly a post secondary type of education. He said that there were too many youngsters who needed vocational education at the high school level and could not afford to defer "pay-off" in learning until college or adulthood. He charged that persons who suggested such a move were guilty of oversimplification of the issue.[18] Conant also spoke out against those who would have all vocational education at the post secondary level. He said that ". . . if this were done a highly important motivating force would vanish from high school."[19]

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[17] Edward J. Meade, Jr., "A Question of Education: End the Dual System," The Education Digest, XXX (May, 1965), 40.

[18] *Ibid.*, pp. 40-41.

Wilhelms, like Meade, also warned against the establishment of dual systems of education--one for general education and one for vocational education. Welhelms' concern was over the increasing trend of governmental agencies mounting their own vocational education programs. He said that this trend could result in a large sector of the responsibility for vocational preparation of youth and adults being removed from the realm of the public schools. He said that such a move could possibly divorce vocational education from general education and result in the establishment of a dual system of public education.[20]

Nerden strongly supported the existence of vocational education at the secondary level and stated that the secondary schools would have to be more imaginative and inventive than they have ever been before if the vocational needs of youths and adults were to be met. He maintained that high schools must integrate vocational education with general education and that this would require schools to offer a wide variety of programs and to be very flexible. He admitted that the task of providing both general and vocational education for millions of youths was enormous, but, citing a recent United States Office of Education projection, warned that if the schools did not change and begin to offer educational programs geared to meet a wide range of needs, interests and abilities, that during the next ten years an estimated seven million youths would enter the labor force without graduating from high school.

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[19] James B. Conant, "The Comprehensive High School: A Further Look," The Bulletin of the National Association of Secondary School Principals, LI (May, 1967), 30.

[20] Wilhelms, op. cit., p. 3.

Nerden indicated that too many of our high school graduates lack the skills or competencies to be classified as employable. He urged secondary schools to make efforts to provide more adequate guidance, occupational information, and vocational education for the overwhelming majority of students that did not enter higher education. To stress this issue, Nerden cited statistics that only about one-sixth of all young people who begin school in the first grade continue on to complete four years of college. His plea to the secondary schools was for them to serve better the needs of the remaining five-sixths who were not college bound.[21]

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[21] Joseph T. Nerden, "Vocational Education for a Dynamic Economy," The Bulletin of the National Association of Secondary-School Principals, XLIX (May, 1965), 8-11.

United States Commissioner of Education, Harold Howe II, clearly indicated his awareness of the importance of providing vocational education in the secondary schools. Howe's views on this issue were illustrated by the following statement:

> I know most of the problems and very few of the answers about how and where to fit job training into the secondary school curriculum. I am nevertheless convinced that it has to be done. . . . we have reached the point where our educational system must assume some responsibility for matching technically demanding jobs with technically competent people. For students who will not get beyond--or even to--the twelfth grade, this training must be available at the high school level . . . I believe it is imperative that secondary education train the majority of students to work for a living with the same care it devotes to the minority to go on to work for a baccalaureate or higher degree.[22]

Howe, like Nerden, indicated that he felt secondary schools were neglecting the majority of the student population by failing to provide a wide range of programs and continuing to place major emphasis on preparing a small number for higher education. Howe said:

> . . . what have we done in the last decade for the millions of students--perhaps the majority of the student body--who are average or poor academically, or average or poor financially, and will not get to college on either count? What have we done for the potential dropouts who look upon school as a

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[22] Harold Howe II, "The Neglected Majority," The Bulletin of the National Association of Secondary School Principals, LI (May, 1967), 42.

> reformatory where they serve time simply because they are young? What have we provided in the way of realistic guidance and counseling or practical technical and vocational training to help these youngsters compete for jobs in a highly demanding economy? Most important, what have we done to help them compete with themselves, to awaken the pride and sense of personal worth that is a minimum precondition for effective learning and living?
>
> In candor, I think we have to say: Not enough. While maintaining our interest in the able college-bound student, we need to reawaken our concern for that aspect of our secondary schools which is of such great interest to our friends across the Atlantic--their comprehensive quality and their capacity to serve a wide spectrum of student ability and interest.[23]

Howe also called for the integration of vocational education and general education. He said the educators would have to review and revise their attitude toward vocational education as ". . . an awkward appendage to the academic curriculum." He added that until educators respected vocational education it could not be expected for parents and students or the community or industry to accept job training as a responsibility of the school system. Until such acceptance is achieved, said Howe, it would not be possible to provide adequate supporting services such as career counseling, work-study programs, and job placement services.[24]

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[23] _Ibid._, pp. 38-39.

[24] _Ibid._, pp. 43-44.

The American Vocational Association clearly stated its views on the role of the high school in providing vocational education. The Association maintained that in order for the United States to continue its prosperity and its leadership in the competitive world secondary education must provide vocational education.[25]

The American Vocational Association was also critical of schools for ". . . still operating almost solely for the benefit of the small group which goes on to institutions of higher learning" and for being too concerned with academic tradition. The Association charged that a high school curriculum which placed emphasis on preparation for college served the needs of only a small percentage of the high school population and that many young people ". . . feel that the schools offer them little specific help toward earning a living and consequently they leave school as soon as possible to enter the labor market.[26]

Another issue which has caused considerable controversy has centered about the question as to where, within the framework of secondary education, can vocational education programs best be provided. Some have said that area vocational schools, separate from the regular high schools, can best offer vocational programs while others maintain that the comprehensive high school provides for a more logical setting.

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[25] American Vocational Association, Inc., *School Administrators and Vocational Education* (Washington: American Vocational Association, Inc., 1964), p. 4.

[26] American Vocational Association, Inc., *Administration of Vocational Education at State and Local Levels* (Washington: American Vocational Association, Inc., [n.d.]), pp. 2-4.

In building a case for the comprehensive high school approach, Wright has stated:

> Let's not separate our vocational students from the social life offered by the comprehensive high school. The centrally located vocational-technical high school is a poor training station for life. The true purpose of education in America is not to educate workers but to develop and educate citizens. General academic education, or vocational education taken as a separate means to an end, is insufficient within itself. The two disciplines must be fused together in order to offer an adequate curriculum to prepare today's students for the complicities of life.[27]

Wright maintained that separate vocational education schools often had a disproportionate number of students which were potential dropouts or discipline problems. He charged that too often these schools watered down general education programs of mathematics, English, and social studies in order to meet the educational level of the students registered in the school. Wright said that provisions for cocurricular activities such as sports, music, and educational clubs were many times inadequate or nonexistent in separate vocational schools, Wright maintained that only the comprehensive high school with its heterogeneous population could provide the type of environmental experience needed in order for youths to understand the structure of American society.

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[27] Stanley A. Wright, "Is Separate Education for Vocational Education Students the Answer?" The Balance Sheet, XLVII (May, 1966), 398.

Wright also pointed to the weaknesses of a solely academic school. He said:

> The curriculum that contributes only to the academic learning of youth has overlooked the necessary attribute of citizenship--that of getting a job and developing the skills necessary to perform it. The strictly segregated school whether it be all vocational or all academic, cannot prepare youth for the complex life ahead in our society. The two disciplines of education need each other--life requires them both. An adequate personality to meet the challenges of society demands them both.[28]

With regard to this same issue, one of the best known proponents of the comprehensive high school, James B. Conant, has said:

> The question of area vocational schools, I know, is agitating many portions of the country. I venture to question the wisdom of sending those who desire vocational education to a vocational school for the entire day. Such a development endangers the whole concept of a comprehensive high school. On the other hand, I recognize that in a school district which

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[28] _Ibid_., pp. 398-399.

> cannot afford to provide good shops and does not have cooperative facilities, it may be necessary to bus the students who are concerned with certain kinds of vocational instruction to a central spot for the use of shops. But under such arrangements, I would hope the boy or girl would remain a member of a comprehensive high school in which he or she would do the academic work.[29]

Howe, too, has encouraged the comprehensive high school approach for vocational education. He stated:

> Secondary education is going to have to bring vocational training into the comprehensive high school, involve business and industry in truly effective curriculum development, and make all or part of the curriculum available to every student. The hour is late for development of a comprehensive curriculum, one that gives vocational offerings equal time--and, I might add, equal status--with the academic programs.[30]

Nerden had the following to say about the comprehensive high school as a setting for vocational education:

> Since few (if any) truly "comprehensive" secondary schools are available for examination as examples of success of the "comprehensive" concept, there is much doubt concerning the feasibility of the comprehensive high school as a device for providing a quality level of vocational education.[31]

Scott, speaking about the schools in Kansas, also questioned the comprehensive high school approach. He stated:

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[29] Conant, loc. cit.

[30] Howe, op. cit., p. 43.

[31] Nerden, op. cit., p. 11.

One frequently hears that the comprehensive high school is the optimum agency for all secondary school purposes. "Comprehensive" is hard to define, but if the several high schools in Kansas which offer their students significantly broader and richer programs and services are considered to be "comprehensive," then by the same definition, the majority of Kansas high schools are something less than "comprehensive." It is also significant to note that some administrators and vocational personnel of those schools which presently are offering broader and richer vocational and specialized training have expressed their dissatisfaction with the extent and quality of their programs, when these are measured against the needs of their students.

While the comprehensive high school promotes democratization, which is a cherished American value, evidence is lacking that it offers advantages in attaining other essential educational goals. There is, however, overwhelming evidence that excellence in any endeavor is achieved through dedication and specialization. This evidence is found in the medical field, and especially in American industry which has outstripped the world because of its intensive specialization of skills and processes. The purpose of area vocational programs is to bring this dedication and specialization to the achievement of excellence.

. . . .

Some educators profess the fear that offering occupational education programs in specialized facilities or at locations apart from the comprehensive high school implies a downgrading of the persons enrolled in such programs. This view, which is really dispelled by asking the students themselves, overlooks recent educational developments. Area vocational programs and facilities which have been developed to serve a population and suggested tax base larger than the local school district are a vigorous and growing segment of education. Area programs are favorably accepted by parents, students, employers, and educators. An examination of literature about area programs and schools does not disclose any movement away from the area concept and back to the individual district effort. Area vocational education is encouraged by the Vocational Education Act of

> 1963 . . . The absence of area occupational programs is a condition which is not the most appropriate for realistic vocational education except in larger communities of a state.[32]

II. REVIEW OF SIMILAR ATTITUDE STUDIES

Of the many published and unpublished works written about vocational education, few have dealt specifically with the attitudes of school administrators and boards of education members toward vocational education at the secondary level. In order to secure the related literature presented in this portion of the chapter it was necessary to contact various vocational education research organizations throughout the United States. Fortunately, several studies were located which did have a direct relationship with the present investigation. The following review was confined to brief summaries of only those works most closely related to the present study.

One study very closely related to the present one was conducted by Woerdehoff and Bentley and was concerned with the viewpoints by Indiana principals and superintendents toward vocational education at the secondary school level. Woerdehoff and Bentley found that the great majority of the administrators strongly believed that the secondary school had a responsibility for providing vocational education programs. The administrators considered themselves to be key persons in the development of local programs of vocational education and felt that the success of such programs largely depended on the degree to which they encouraged and supported them.

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[32] Scott, loc. cit.

Woerdehoff and Bentley mentioned that a common complaint from school administrators was the difficulty of administration of vocational education programs. However, when they asked the administrators if such programs were difficult to administer, only about one-fourth answered in the affirmative. It was interesting to note the principals of smaller schools more often complained of administrative problems than principals of larger schools. The investigators stated that this may have indicated that principals from larger schools had the opportunity to delegate the responsibility for the vocational education programs to subordinates and therefore were not as aware of the administrative problems as the principals of the smaller schools who had to administer the programs themselves.

Woerdehoff and Bentley stated that the per pupil cost of vocational education programs was higher than most other types of educational programs, but their investigation revealed that the majority of administrators felt that the high cost was justified. Only about one-fifteenth of the administrators felt the cost to be too high to justify. Despite the admitted high per pupil cost, the administrators still felt that the size of vocational education classes should not exceed twenty-five pupils. With regard to the use of federal funds for financing vocational education programs, less than one-fifth of the administrators said that such financing was undesirable, while nearly 50 per cent said the use of federal monies was desirable. Woerdehoff and Bentley found that there was no concensus of opinion among the administrators as to whether or not vocational education programs were subject to too much federal control.

Woerdehoff and Bentley also found that the administrators were not in agreement as to the number of pupils whom they felt to be interested in vocational education courses. Principals from larger schools differed significantly from principals of small schools in that the latter tended to feel that most pupils were interested in vocational courses and that such courses should be a part of the education of all pupils; however, they did feel that these courses should be of an elective rather than required nature.

Some of the other findings reported by Woerdehoff and Bentley were that (1) the school administrators were not in favor of paying vocational education teachers a higher monthly salary than that paid to other teachers; (2) one-fourth of the administrators felt that academic teachers did not understand or appreciate the need for vocational education; (3) one-third of the administrators felt that the vocational education student was usually from a lower socio-economic background in the community; (4) the great majority of the administrators did not feel that bright students should be discouraged from taking vocational education classes; (5) the administrators felt that vocational education courses provide skills for earning a living which were just as important as skills for social living; and (6) administrators believed that vocational education courses deserved credit equal to academic courses in the curriculum.

After analyzing all of the respondents' viewpoints, Woerdehoff and Bentley concluded that there was little doubt that the educational leadership in Indiana accepted vocational education as an important phase of secondary education. They also concluded that the more experience an administrator had with vocational education the more favorable was his attitude toward such programs.[33]

A recent study by Karnes was similar to the proposed study in that portions of it dealt with the viewpoints of Missouri school superintendents and boards of education presidents toward vocational education at the secondary level. Karnes found that the great majority of those surveyed felt that the present educational programs did not adequately serve the occupational needs of high school students. The respondents said that vocational programs needed to be expanded at the secondary, post secondary, and adult level in order to properly meet the needs of youths and adults.

The respondents in Karnes' study reported that the number of non-college bound youth in the student population was the most important factor to consider when making decisions concerning the establishment and operation of vocational programs. The area and state labor market needs were considered to be the second most important influencing factor.

Almost one-half of the superintendents and board members studied by Karnes felt that more emphasis should be placed on the training of school administrators in the administration and supervision of vocational education programs. They stressed the need for more in-service courses on vocational education programs. The respondents strongly indicated the necessity for state and federal funds for operation of their programs. Almost two-thirds of those surveyed said that a 50 to 100 per cent rate of reimbursement would be necessary to establish a vocational education program in their community.

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[33] Frank J. Woerdehoff and Ralph R. Bentley, "A Study of the Viewpoints Held by School Administrators Regarding Vocational Education in the Secondary School," Journal of Experimental Education, XXVII (June, 1959), 297-309.

Karnes found that the respondents believed that vocational education programs which served high school youths were much more important than those which served post-high school youths and adults. There was much support for the area vocational school approach for providing vocational education. Another finding of the study was that most of the respondents felt that about 30 per cent of the school budget should be spent on vocational programs. This compared to an actual expenditure of slightly over 5 per cent.[34]

Part of a recent study by Cavnar dealt with the attitudes of school administrators toward vocational education. Cavnar, like Karnes, found that the great majority of superintendents and principals surveyed felt that the present vocational education programs were not satisfactorily meeting the needs of students. These administrators said that the present school curriculum was deficient in vocational offerings and that more money would be required to develop effective vocational education programs. The respondents also indicated that the guidance and couseling services rendered by high schools were geared more toward college preparation than vocational preparation.[35]

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[34] James B. Karnes, "Emerging Programs of Vocational and Technical Education in Secondary Schools of Missouri in Relation to Manpower Needs," University of Missouri Bulletin, LXVIII (March, 1967), 10-28.

Wenrich conducted an attitude study of high school principals in Michigan and found that over 90 per cent of those surveyed felt that schools had a responsibility for providing employment-bound youth with salable skills. More than 70 per cent felt that their faculty also accepted this responsibility. Almost three-fourths of the administrators felt that the courses offered in their schools were indicative of their acceptance of this responsibility.

More than half of the administrators studied by Wenrich said that oftentimes the majority of their teachers viewed vocational courses as a dumping ground for the less gifted students. Only about one-sixth of the principals felt that they were doing all they could for employment-seeking out-of-school youth. More than half of the administrators reported that they did not have time to give leadership to the development and operation of more effective programs for employment-bound youth. Many of them reported that if funds were made available for an assistant to work on this task that their school employment-bound youth programs could be improved.[36]

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[35] LeRoy B. Cavnar, "Attitudes of Colorado School Administrators Toward Guidance, Counseling and Vocational Education" (Fort Collins, Colorado: State Board for Vocational Education, 1967), pp. iii-7. (Mimeographed.)

III. SUMMARIZATION OF THE RELATED LITERATURE

A brief summarization of the literature most closely related to the present investigation shows several aspects of general agreement, namely that (1) the present vocational education programs are not adequately serving the occupational needs of youths and adults; (2) the need for more emphasis being placed on the vocational preparation of youth and adults will increase in the future; and (3) more money will be needed in order to develop adequate vocational education programs. Points of disagreement center about the issues of (1) the relative importance of vocational education as opposed to general education; (2) the role of the secondary schools in providing vocational education programs; and (3) the area vocational school versus the comprehensive high school as the setting for secondary vocational education programs.

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[36] Ralph C. Wenrich and Robert J. Crowley, *Vocational Education As Perceived by Different Segments of the Population*, The University of Michigan, Cooperative Research Project No. 1577 (Ann Arbor, Michigan: The University of Michigan, 1964), pp. 1-148.

Most school administrators and boards of education members and several of the writers felt that the secondary school had a responsibility for providing students with vocational education opportunities. These persons recommended that the secondary schools expand their curriculum offerings in vocational education so as to meet this responsibility. Most of these persons seemed to agree with the American Vocational Association's statement that today's high schools were mainly concerned with the needs of college preparatory students and paid too little attention to the needs of vocational education students.

Basic disagreement was evident between the attitudes of school administrators and boards of education members as opposed to the attitude of the President's consultative panel on vocational education. The school administrators and board members strongly indicated that the secondary school had a responsibility for providing vocational education and, in fact, felt that the secondary school's role should increase. On the other hand, Brookover and Nosow of the consultative panel felt that the secondary school should and would play a less important role in the future. Brookover and Nosow stated that the secondary school's job should be to provide sound general basic education and further maintained that guiding students into vocational programs in high school limited their job opportunities after graduation.

In the opinion of this researcher, a statement by Clark best summed up what the whole controversy over vocational education was about. Clark said:

> There can be little doubt that most jobs in the generation ahead are going to require persons who are much more skilled, better trained, and better educated than in the past. The total amount of vocational education provided by all institutions and agencies is undoubtedly going to increase . . . but it is not so easy to say which organization or institutions should do most of the additional training.[37]

If any trend can be inferred from the literature, it is that the controversy over the role of the secondary school in providing vocational education will probably grow more heated. The literature makes it apparent that vocational education at the secondary level is presently undergoing systematic evaluation in order to determine program direction for the future. Many years will probably pass before any concensus about the role of vocational education in the secondary school will be reached.

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[37] Clark, op. cit., pp. 3-4.

CHAPTER III

PRESENTATION OF THE DATA

The data presented in this chapter have been divided into three sections. The first section describes the nature of the persons which were surveyed. Section two presents findings which helped to support or reject each of the hypotheses made with regard to the study. Section three presents other data which provided additional insight relative to the attitudes of school administrators and boards of education members toward vocational education in the secondary school. A fourth and final section provided for a summary of what was accomplished in Chapter III. The data in this chapter have been presented both in table and narrative form. In most instances, tables have been preceded by introductory statements and followed by explanatory or interpretative remarks. All percentages have been rounded off to the nearest whole numbers. For this reason some percentages totaled slightly greater or slightly less than 100 per cent.

I. DESCRIPTION OF THE SAMPLE

All of the county superintendents, county boards of education members and secondary school principals in West

Virginia were sent survey instruments designed to evaluate their attitudes toward vocational education. Table I shows the numbers and types of persons surveyed and the numbers and percentages of persons which responded.

TABLE I

NUMBER OF PERSONS SURVEYED, RESPONDING, AND PER CENT OF RESPONSE OBTAINED

Respondents	Number Surveyed	Number Responding	Per Cent Response
Superintendents	55	47	85
Board Members	275	134	49
Principals	207	158	76
All Respondents	537	339	63

Table I shows that of the three groups of persons surveyed, the superintendents, with an 85 per cent return, had the highest percentage of responses. The secondary school principals responded at the second highest rate with a 76 per cent response, while boards of education members had the lowest percentage of returns with only 49 per cent responding. Of the 537 persons that were sent questionnaires, 339 or 63 per cent of them responded to the survey.

Table II reflects the age brackets of each of the categories of respondents. The respondents taken collectively were fairly evenly spaced in the age brackets. However, a substantial number of superintendents, 47 per cent, and principals, 39 per cent, were in the age bracket of fifty-five or older.

TABLE II

AGE OF RESPONDENTS

Age Categories	Respondents In Each Age Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
24 or younger	0	0	0	0	0	0	0	0
25 to 34	5	11	5	4	23	15	33	10
35 to 44	3	6	46	34	34	22	83	24
45 to 54	17	36	43	32	36	23	96	28
55 or older	22	47	38	28	61	39	121	36
Non response	0	0	2	1	4	3	6	2
Total	47		134		158		339	

Each of the three groups of respondents were asked how long they had served in their respective capacities. The majority of each of the groups of respondents had served in their capacities for less than ten years. Only 30 per cent of the superintendents and 19 per cent of the board members had served as such for ten year periods or longer while 45 per cent of the principals held their present positions for over 10 years. The complete breakdown of data with regard to this matter is shown in Table III.

TABLE III

LENGTH OF TIME RESPONDENTS HAD HELD THEIR POSITIONS OR TITLES

Years	Percentage of Responses In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
0 to 4 years	21	45	65	49	47	30	133	39
5 to 9 years	12	26	40	30	37	23	89	26
10 to 14 years	7	15	14	10	22	14	43	13
15 to 19 years	4	9	9	7	14	9	27	8
20 years or more	3	6	3	2	34	22	40	12
Non response	0	0	3	2	4	3	7	2
Total	47		134		158		339	

The data presented in Table IV shows how each of the three categories of respondents viewed their degree of experience with vocational education programs.

The majority of the superintendents and principals viewed their degree of experience with vocational education programs as being from moderate to very much experience,

TABLE IV

RESPONDENTS' VIEWPOINT AS TO THEIR DEGREE OF EXPERIENCE WITH VOCATIONAL EDUCATION PROGRAMS

Degree of Experience	Number and Percentage of Responses In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Very much	4	9	7	5	18	11	29	9
Moderate	23	49	45	34	80	51	148	43
Slight	18	38	57	43	53	34	128	38
No experience	1	2	22	16	5	3	28	8
Non response	1	2	3	2	2	1	6	2
Totals	47		134		158		339	

while only 39 per cent of the board members viewed their experience as such. Of the three groups of respondents the board members expressed themselves as having had the least experience with vocational education programs. Only 8 per cent of the total group of 339 persons had had no experience with vocational education.

Table V shows the nature of the respondents' experiences with vocational education programs.

TABLE V

NATURE OF RESPONDENTS' EXPERIENCES WITH VOCATIONAL EDUCATION PROGRAMS

Types of Experience*	Number and Percentage of Responses In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
As a student in a vocational education course	4	9	34	25	22	14	60	18
As a teacher of a vocational education course	1	2	12	9	19	12	32	9
As a county superintendent with responsibility for administration of a vocational education program	44	94	1	1	3	2	48	14
As a high school principal with responsibility for administration of a vocational education program	16	34	3	2	127	80	146	43

TABLE V (continued)

Types of Experience*	Number and Percentage of Responses In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Some other type of experience or no experience with a vocational education program	1	2	76	57	23	15	100	29

*Respondents were only given four types of experiences with vocational education programs from which to choose. This resulted in a large percentage falling into the last category in the table. Undoubtedly many of these persons had had experience with vocational education as board members, committee members, employers, etc. Referral to Table IV shows that actually there were only 8 per cent of the total group that indicated they had had no experience with vocational education programs.

NOTE: Some respondents had more than one type of experience with vocational education programs; therefore, some percentages totaled greater than 100 per cent.

Tables VI and VII provide additional data which were descriptive of the sample of respondents. Table VI shows the size of the school districts (based on grades 10-12 student enrollment) which the responding superintendents represented.

TABLE VI

SIZE OF SCHOOL SYSTEMS (BASED ON GRADES 10-12 STUDENT ENROLLMENT) WHICH SUPERINTENDENTS REPRESENTED

County Grade 10-12 Enrollment Categories	Number and Percentage of Superintendents Representing Each Category	
	Number	Per Cent
Less than 1000	23	49
1000-3999	11	23
4000-6999	8	17
7000-9999	4	9
10,000 or more	1	2
Total	47	

The presentation of data which are descriptive of the sample is concluded with Table VII which shows the size of the high schools (based on grades 10-12 enrollment) which the responding principals represented.

TABLE VII

SIZE OF HIGH SCHOOLS (BASED ON GRADES 10-12 STUDENT ENROLLMENT) WHICH PRINCIPALS REPRESENTED

High School Grade 10-12 Enrollment Categories	Number and Percentage of Principals Representing Each Category	
	Number	Per Cent
Less than 100	10	6
100-249	33	21
250-499	46	29
500-750	25	16
750 or more	42	27
Non response	2	1
Total	158	

II. DATA RELATED TO THE HYPOTHESES

At this point an explanation is in order about the manner in which the data in this section have been presented and used. Free-standing sideheads have been used to re-state the hypotheses as they appeared in Chapter I. Under each of these hypotheses only those data most closely related to the respective hypotheses have been presented. These data were not used as the sole basis for supporting or rejecting the particular hypothesis under which they appear.

Since much of the data secured in this study were related to two or more of the hypotheses, it was difficult to arrange the data as if they applied only to a single hypothesis; however, for the purpose of ease of presentation, an effort was made to do so. It should be understood that the final decision as to whether each of the hypotheses was supported or rejected (see Chapter IV, Summary, Conclusions, and Recommendations) was made on the basis of all of the data secured in the investigation and not just the data which appear under the sideheads stating the respective hypotheses. It should also be noted that in this section tables were introduced which showed the respondents' attitudes toward some statements about vocational education. In these tables the abbreviations SA, A, U, D, SD, were used to designate whether the respondents strongly agreed, agreed, were undecided, disagreed, or strongly disagreed respectively with the statement. The abbreviation NR was used to indicate those who did not respond. It should be remembered that this key was applicable to all subsequent tables in which the above abbreviations appeared.

Hypothesis #1: School Administrators and Boards of Education Members Believed Vocational Education at the Secondary Level To be of Much Value and Importance.

In an attempt to gather some data which would help support or reject this hypothesis, all of the respondents were asked the following question: "Thinking into the future, do you see the importance of and need for vocational education as increasing, decreasing, or remaining the same?" Table VIII shows the responses generated by this question.

TABLE VIII

IN THE FUTURE WILL THE IMPORTANCE OF AND NEED FOR VOCATIONAL EDUCATION INCREASE, DECREASE, OR REMAIN THE SAME

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Increase	39	83	119	89	136	86	294	87
Decrease	2	4	1	1	3	2	6	2
Remain the same	3	6	1	1	6	4	10	3
Non respondents	3	6	13	10	13	8	29	9
Totals	47		134		158		339	

As shown in Table VIII, the great majority of each of the three categories of respondents (Superintendents, 83 per cent; Board Members, 89 per cent; Principals, 86 per cent) saw the importance of and need for vocational education as increasing in the future. Only 5 per cent of the total group of 339 respondents indicated they believed the importance of and need for vocational education would decrease or remain the same in the future.

Table IX shows the respondents' attitudes toward the value and importance of vocational education in combating unemployment. The respondents were asked to indicate if they strongly agreed, agreed, were undecided, disagreed, or strongly disagreed with the following statement: "Vocational education is a major answer to the problem of unemployment."

The majority of each of the three categories of respondents (superintendents, 79 per cent; board members, 88 per cent; and principals, 68 per cent) said that they either agreed or strongly agreed that vocational education was a major answer to the problem of unemployment. Except for the 14 per cent which were undecided or did not respond to the statement, only 9 per cent of the 339 persons surveyed felt otherwise.

TABLE IX

ATTITUDES TOWARD THE IMPORTANCE OF VOCATIONAL EDUCATION IN SOLVING UNEMPLOYMENT PROBLEMS

Statement: Vocational education is a major answer to the problem of unemployment.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	12	26	36	27	30	19	78	23
A	25	53	82	61	77	49	184	54
U	8	17	11	8	26	16	45	13
D	2	4	4	3	21	13	27	8
SD	0	0	1	1	1	1	2	1
NR	0	0	0	0	3	2	3	1
Totals	47		134		158		339	

KEY:* SA = Strongly Agree A = Agree U = Undecided
D = Disagree SD = Strongly Disagree
NR = Did not respond

Table X shows the attitudes of school administrators and boards of education members with regard to the role vocational education programs could play in attracting new industries to an area. Again respondents were asked to indicate the extent of their agreement or disagreement with the statement which appears in the table.

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*Hereafter this key will be applicable to all tables in which these abbreviations appear. See page 54 for further explanation.

TABLE X

ATTITUDES TOWARD THE ROLE VOCATIONAL EDUCATION PROGRAMS PLAY IN ATTRACTING NEW INDUSTRIES TO AN AREA

Statement: Good vocational education programs in schools will aid in attracting new industries to an area.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	19	40	48	36	25	16	92	27
A	22	47	73	54	92	58	187	55
U	5	11	10	7	33	21	48	14
D	0	0	2	1	3	2	5	1
SD	1	2	1	1	1	1	3	1
NR	0	0	0	0	4	3	4	1
Totals	47		134		158		339	

More than four-fifths of the 339 respondents including 87 per cent of the superintendents, 90 per cent of the board members, and 74 per cent of the principals, agreed or strongly agreed that good vocational education programs would aid in attracting new industries to an area. Only 2 per cent or 8 persons out of 339 respondents disagreed with the statement. The remaining persons were either undecided or did not respond.

Do school administrators and boards of education members feel that vocational education programs are too costly? The answer to this question was the object of asking the respondents to indicate their attitudes toward the statement which appears in Table XI.

Only 3 per cent of all of the respondents felt vocational education was too costly in terms of time, money, and effort. The overwhelming majority of respondents (superintendents, 93 per cent; board members, 94 per cent; principals, 86 per cent) indicated that vocational education made enough students useful members of society to justify its cost. Table XII shows the respondents' attitudes toward this latter point.

TABLE XI

ATTITUDES TOWARD THE COST OF VOCATIONAL EDUCATION

Statement: Vocational education is too costly in terms of money, time, and effort.

Response Category	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	1	1	1	1	2	1
A	1	2	4	3	3	2	8	2
U	5	11	7	5	11	7	23	7
D	28	60	67	50	95	60	190	56
SD	13	28	55	41	43	27	111	33
NR	0	0	0	0	5	3	5	1
Totals	47		134		158		339	

Number and Percentage of Respondents In Each Category

TABLE XII

ATTITUDES TOWARD WHETHER VOCATIONAL EDUCATION MAKES ENOUGH STUDENTS USEFUL MEMBERS OF SOCIETY TO JUSTIFY ITS COST

Statement: Vocational education makes enough students useful members of society to justify its cost.

Response Category	Superintendents No.	Superintendents Per Cent	Board Members No.	Board Members Per Cent	Principals No.	Principals Per Cent	All Respondents No.	All Respondents Per Cent
SA	19	40	50	37	44	28	113	33
A	25	53	77	57	91	58	193	57
U	3	6	3	2	16	10	22	6
D	0	0	3	2	0	0	3	1
SD	0	0	0	0	1	1	1	0
NR	0	0	1	1	6	4	7	2
Totals	47		134		158		339	

Number and Percentage of Respondents In Each Category

Some persons have maintained that it is more important to provide students with basic education than use their time for vocational education. The school administrators and boards of education members were asked to indicate their attitudes toward this issue. Table XIII presents the data that were secured relative to this.

TABLE XIII

ATTITUDES TOWARD THE IMPORTANCE OF A SOUND BASIC EDUCATION RATHER THAN TO USE SCHOOL TIME FOR VOCATIONAL EDUCATION

Statement: It is more important to provide students with a sound basic education than to use their time for vocational education.

Response Category	Superintendents No.	Superintendents Per Cent	Board Members No.	Board Members Per Cent	Principals No.	Principals Per Cent	All Respondents No.	All Respondents Per Cent
SA	2	4	0	0	2	1	4	1
A	11	23	26	19	25	16	62	18
U	9	19	26	19	37	23	72	21
D	20	43	70	52	79	50	169	50
SD	2	4	8	6	8	5	18	5
NR	3	6	4	3	7	4	14	4
Totals	47		134		158		339	

The data secured with regard to the statement made in Table XIII were not as conclusive as the data previously presented. Although 55 per cent of the 339 respondents (superintendents, 47 per cent; board members, 58 per cent; principals, 55 per cent) either disagreed or strongly disagreed that it was more important to use students' time for basic education, 19 per cent felt the opposite and 21 per cent were undecided. The reason for this inconclusiveness may have been that many of the respondents were either unwilling or unable to state which type of education was most important without a given set of conditions. However, as indicated by the responses in Table XIV, the respondents did feel that it was just as important to provide high school students with skills for earning a living as with skills of social living.

Hypothesis #2: School Administrators and Boards of Education Members Felt that the Secondary School Had a Responsibility for Providing Vocational Education and that Such Education Was Rightfully Part of the Secondary School Curriculum.

In order to secure data which would help support or reject this hypothesis the respondents' attitudes toward the following common assertions *against* vocational programs at the secondary level were sought:

1. Vocational education in high school is unnecessary since students can receive vocational training while on the job.
2. Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them.
3. High school students who want to take vocational education programs are usually not mature enough to profit from them.
4. Vocational training programs would be more successful at the post-secondary level than at the secondary level.

TABLE XIV

ATTITUDES TOWARD THE RELATIVE IMPORTANCE OF PROVIDING STUDENTS WITH SKILLS FOR EARNING A LIVING

Statement: Providing high school students with skills for earning a living is as important as skills for social living.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	14	30	53	40	46	29	113	33
A	28	60	76	57	100	63	204	60
U	2	4	1	1	3	2	6	2
D	1	2	3	2	4	3	8	2
SD	1	2	1	1	1	1	3	1
NR	1	2	0	0	4	3	5	1
Totals	47		134		158		339	

Table XV shows the respondents' attitudes toward the first assertion.

TABLE XV

ATTITUDES TOWARD WHETHER ON-THE-JOB TRAINING MAKES VOCATIONAL EDUCATION IN HIGH SCHOOL UNNECESSARY

Statement: Vocational education in high school is unnecessary since students can receive vocational training while on the job.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	1	2	1	1	0	0	2	1
A	0	0	0	0	1	1	1	0
U	5	11	3	2	2	1	10	3
D	26	55	94	70	111	70	231	68
SD	14	30	33	25	39	25	86	25
NR	1	2	3	2	5	3	9	3
Totals	47		134		158		339	

More than 90 per cent of the total number of respondents, including 85 per cent of the superintendents, 95 per cent of the board members, and 95 per cent of the principals, either disagreed or strongly disagreed with the assertion that possibilities for on-the-job training made vocational education in high school unnecessary. Only 1 per cent of the 339 respondents were in agreement with this assertion, while 6 per cent were either undecided or did not respond.

The majority of the respondents also disagreed or strongly disagreed with the second assertion made against vocational education at the secondary level. Table XVI shows attitudes of the respondents with regard to this.

Although the number and types of new jobs are increasing proportionately with the rapidly expanding technology in this country, only 25 per cent of the respondents indicated that vocational education in secondary schools could not possibly prepare students for this wide range of job opportunities. More than 60 per cent of the 339 respondents felt otherwise, while 13 per cent either were undecided or did not respond. The respondents' attitudes toward this issue may have been influenced by the so-called "cluster approach" to occupational training in which students are trained for entrance into a cluster of related occupations rather than a single occupation. However, other data gained through this study indicated that the respondents did not feel that vocational education in high school should necessarily be of a broad general nature

TABLE XVI

ATTITUDES TOWARD VOCATIONAL EDUCATION BEING ABLE TO PREPARE STUDENTS FOR THE WIDE RANGE OF JOBS AVAILABLE TO THEM

Statement: Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	5	11	4	3	6	4	15	4
A	9	19	25	19	38	24	72	21
U	2	4	14	10	25	16	41	12
D	25	53	77	57	75	47	177	52
SD	6	13	14	10	11	7	31	9
NR	0	0	0	0	3	2	3	1
Totals	47		134		158		339	

rather than a specific nature. As shown in Table XVII only 27 per cent of all respondents favored a broad general approach to training while 49 per cent did not. The remaining 23 per cent were either undecided or did not respond.

TABLE XVII

ATTITUDES TOWARD THE NATURE OF OCCUPATIONAL TRAINING: BROAD GENERAL VS. SPECIFIC

Statement: Vocational education at the secondary level should be of a broad general nature rather than preparing for a specific occupation.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	2	4	6	4	7	4	15	4
A	14	30	30	22	35	22	79	23
U	9	19	18	13	38	24	65	19
D	19	40	68	51	66	42	153	45
SD	2	4	9	7	4	3	15	4
NR	1	2	3	2	8	5	12	4
Totals	47		134		158		339	

Table XVIII shows the respondents' attitudes toward the assertion that high school students are not usually mature enough to profit from vocational programs. As indicated by the table, almost 90 per cent of the 339 persons responding did not agree with the assertion.

TABLE XVIII

ATTITUDES TOWARD WHETHER HIGH SCHOOL AGED STUDENTS ARE ABLE TO PROFIT FROM VOCATIONAL EDUCATION PROGRAMS

Statement: High school students who want to take vocational education programs are usually not mature enough to profit from them.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	0	0	6	4	6	2
A	0	0	6	4	4	3	10	3
U	4	9	9	7	12	8	25	7
D	31	66	94	70	104	66	229	68
SD	12	26	25	19	29	18	66	19
NR	0	0	0	0	3	2	3	1
Totals	47		134		158		339	

Would vocational training programs be more successful at the post secondary level than at the secondary level? Table XIX shows the attitudes of the respondents toward this question.

Although 25 per cent of the respondents agreed that vocational education would be more successful at the

TABLE XIX

ATTITUDES TOWARD THE LEVEL AT WHICH VOCATIONAL EDUCATION PROGRAMS WOULD BE MOST SUCCESSFUL: POST-SECONDARY VS. SECONDARY

Statement: Vocational training programs would be more successful at the post-secondary level than at the secondary level.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	3	6	3	2	2	1	8	2
A	10	21	29	22	39	25	78	23
U	19	40	47	35	41	26	107	32
D	15	32	53	40	62	39	130	38
SD	0	0	1	1	7	4	8	2
NR	0	0	1	1	7	4	8	2
Totals	47		134		158		339	

post-secondary level, 40 per cent felt that it would not. A large number, 34 per cent, of all the respondents were either undecided or did not respond. This large percentage of persons that were undecided or did not respond and the lack of consensus among those that did, may have been caused by the persons being unable or unwilling to take a position as to where all types of vocational programs would be more successful.

The data presented in Table XX show more conclusively the attitudes of the respondents with regard to the place where vocational education programs should be offered.

TABLE XX

WHERE SHOULD VOCATIONAL (TRADE) EDUCATION PROGRAMS BE OFFERED IN OUR EDUCATIONAL SYSTEM

Place*	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Area vocational schools	28	60	75	56	101	64	204	60
Comprehensive high schools	32	68	63	47	66	42	161	52
Post-secondary area vocational schools	21	45	19	14	22	14	62	24
Colleges and universities	5	11	3	2	4	3	12	5
Privately or individually owned vocational schools	1	2	5	4	1	1	7	2
Totals	47		134		158		339	

*Note: Respondents were asked to identify as many places as applicable; therefore, there could have been a 100 per cent response for each answer category.

Each of the three categories of respondents strongly indicated that they favored offering vocational education programs in the secondary school. Area Vocational Schools and Comprehensive High Schools, both secondary approaches, were, in that order, the two most frequently mentioned settings for vocational education. It was interesting to note that board members and principals most often mentioned a secondary approach in the form of an area vocational school while superintendents most often mentioned a secondary approach utilizing comprehensive high schools.

The post secondary area vocational school was the next most frequently mentioned place for offering vocational programs. Only a very small percentage of the total group of respondents mentioned that vocational education programs should be offered in colleges and universities or private schools.

Technical education is somewhat different from vocational (trade) education in that the former usually requires more emphasis on science and mathematics and generally demands a higher caliber of student. For this reason, the respondents' attitudes toward the place of technical education in the educational system were also sought and have been presented in Table XXI.

TABLE XXI

WHICH ORGANIZATIONS OR INSTITUTIONS SHOULD PROVIDE VOCATIONAL TECHNICAL EDUCATION PROGRAMS

Place*	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Area vocational schools	32	68	82	61	108	68	222	66
Comprehensive high schools	25	53	49	37	64	41	138	44
Post-secondary area vocational schools	30	64	42	31	67	42	139	46
Colleges and universities	11	23	30	22	26	16	67	20
Privately or individually owned vocational schools	6	13	16	12	10	6	32	10
Totals	47		134		158		339	

*NOTE: Respondents were asked to identify as many places as applicable; therefore, there could have been a 100 per cent response for each answer category.

A comparison of Tables XX and XXI shows that the respondents had somewhat different ideas about where technical education should be offered as opposed to where vocational education should be offered. Although the respondents again most frequently mentioned the use of area vocational schools (a secondary approach), the comprehensive high school was not mentioned as often as a setting for technical education as it was for vocational education. The use of post-secondary approaches for technical education was more popular than the use of the same approaches for vocational education. The second most frequently mentioned place for offering technical education was the post secondary area vocational school. The respondents were also slightly more favorable toward the use of higher education and private schools as settings for technical education than they were for the same institutions providing vocational education.

A summarization of the data in Tables XX and XXI shows that the respondents most often mentioned a secondary school approach in the form of an area vocational school as a setting for _both_ vocational and technical education programs. The comprehensive high school (a secondary approach) was also widely accepted as a place for offering vocational and technical education; however, it was not as widely accepted as a setting for the latter as it was for the former. The respondents were more favorable toward post-secondary approaches for technical education than they were for vocational education.

Table XXII shows the respondents' attitudes toward high school students' desire for vocational education programs being made available. It can be noted that the majority of each of the categories of respondents felt that almost all students were interested in receiving some degree of vocational education in high school.

TABLE XXII

ATTITUDES TOWARD WHETHER MOST STUDENTS ARE INTERESTED IN VOCATIONAL EDUCATION IN HIGH SCHOOL

Statement: Almost all students are interested in receiving some degree of vocational education in high school.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	4	9	9	7	4	3	17	5
A	27	57	67	50	79	50	173	51
U	10	21	24	18	25	16	59	17
D	4	9	30	22	41	26	75	22
SD	0	0	1	1	2	1	3	1
NR	2	4	3	2	7	4	12	4
Totals	47		134		158		339	

Table XXIII shows that three-fourths of the 339 persons surveyed (superintendents, 77 per cent; board members, 67 per cent; principals, 80 per cent) felt their respective counties had enough students who desired courses in vocational education to justify the establishment of an area vocational school. Only 11 per cent of all respondents said otherwise, while 15 per cent were either undecided or did not respond to the question.

TABLE XXIII

ATTITUDES TOWARD WHETHER THE RESPONDENT'S OWN COUNTY HAS ENOUGH STUDENTS DESIRING VOCATIONAL EDUCATION TO JUSTIFY AN AREA VOCATIONAL SCHOOL

Statement: Do you feel your county has enough students who desire courses in vocational education to justify the establishment of an area vocational school?

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	36	77	90	67	127	80	253	75
No	4	9	19	14	13	8	36	11
Don't Know	5	11	10	7	15	9	30	9
NR	2	4	15	11	3	2	20	6
Totals	47		134		158		339	

To reinforce the findings about high school students' desire for vocational education programs, Table XXIV shows that more than three-fourths of the 339 persons responding felt that many more students would enroll in vocational education programs if the programs offered were more diverse and/or extensive.

TABLE XXIV

ATTITUDES TOWARD WHETHER MORE STUDENTS WOULD ENROLL IN VOCATIONAL EDUCATION PROGRAMS IF SUCH PROGRAMS WERE MORE DIVERSE AND/OR EXTENSIVE

Statement: Many more students would enroll in vocational education programs if the programs offered were more diverse and/or extensive.

Response Category	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	6	13	23	17	19	12	48	14
A	34	72	88	66	100	63	222	65
U	5	11	13	10	19	12	37	11
D	1	2	7	5	8	5	16	5
SD	0	0	0	0	2	1	2	1
NR	1	2	3	2	10	6	14	4
Totals	47		134		158		339	

Number and Percentage of Respondents In Each Category

As indicated in Table XXV, more than 70 per cent of the total group of respondents (superintendents, 62 per cent; board members, 79 per cent; principals, 67 per cent) felt that high schools were not assuming enough responsibility for providing vocational education programs.

TABLE XXV

ATTITUDES TOWARD WHETHER HIGH SCHOOLS ASSUME ENOUGH RESPONSIBILITY FOR PROVIDING VOCATIONAL EDUCATION

Statement: High schools are not assuming enough responsibility for providing vocational education.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	5	11	21	16	14	9	40	12
A	24	51	84	63	92	58	200	59
U	13	28	11	8	21	13	45	13
D	3	6	13	10	18	11	34	10
SD	0	0	1	1	5	3	6	2
NR	2	4	4	3	8	5	14	4
Totals	47		134		158		339	

The data in Table XXVI reiterate the respondents' attitudes with regard to the matter of the high schools' responsibility for providing vocational education. More than 90 per cent of all of the respondents felt that high schools should provide a wide variety of vocational programs

TABLE XXVI

ATTITUDES TOWARD THE COUNTY'S RESPONSIBILITY TO PROVIDE A WIDE VARIETY OF VOCATIONAL EDUCATION PROGRAMS AT THE SECONDARY LEVEL TO FIT THE NEEDS AND ABILITIES OF THE STUDENT NOT GOING TO COLLEGE

Statement: The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the student not going to college.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	24	51	59	44	58	37	141	42
A	22	47	65	49	86	54	173	51
U	1	2	4	3	7	4	12	4
D	0	0	5	4	3	2	8	2
SD	0	0	0	0	1	1	1	1
NR	0	0	1	1	3	2	4	1
Totals	47		134		158		339	

to fit the needs and abilities of students not going on to college.

Hypothesis #3: There Was Strong Support Among School Administrators and Boards of Education Members for the Presently Existing Programs of Vocational Education and for Expansion of These Programs.

Table XXVII shows the respondents' attitudes toward the adequacy of present programs of vocational education in preparing students for today's world of work.

Almost 60 per cent of the 339 respondents including 60 per cent of the superintendents, 63 per cent of the board members, and 50 per cent of the principals, either agreed or strongly agreed that present vocational education programs were *not* effectively preparing students for today's world of work. Only 20 per cent were in disagreement to this effect, while 23 per cent either were undecided or did not respond. When asked to agree or disagree with a related statement, "Vocational education in high school does an adequate job of preparing students for entrance into an occupation," the data again, very similarly, indicated that many respondents felt present programs of vocational education to be inadequate.

In an attempt to gather other data which would provide insight relative to school administrators' and board members' support of vocational education programs, attitudes toward the following statements were sought:

TABLE XXVII

ATTITUDES TOWARD ADEQUACY OF PRESENT VOCATIONAL EDUCATION PROGRAMS IN PREPARING STUDENTS FOR TODAY'S WORLD OF WORK

Statement: Present vocational education programs are not effectively preparing students for today's world of work.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	4	9	14	10	11	7	29	9
A	24	51	71	53	68	43	163	48
U	10	21	23	17	28	18	61	18
D	7	15	20	15	36	23	63	19
SD	0	0	2	1	3	2	5	1
NR	2	4	4	3	12	8	18	5
Totals	47		134		158		339	

1. Taking a vocational education program hinders students from further education after high school.
2. Students who take vocational education programs in high school often lack too many other scholastic skills.

Table XXVIII shows the respondents' attitudes toward the first statement.

TABLE XXVIII

ATTITUDES TOWARD WHETHER STUDENTS WHO TAKE VOCATIONAL EDUCATION PROGRAMS ARE HINDERED FROM FURTHER EDUCATION AFTER HIGH SCHOOL

Statement: Taking a vocational education program hinders students from further education after high school.

Response Category	Number and Percentage of Respondents In Each Category: Superintendents No.	Superintendents Per Cent	Board Members No.	Board Members Per Cent	Principals No.	Principals Per Cent	All Respondents No.	All Respondents Per Cent
SA	0	0	3	2	3	2	6	2
A	2	4	8	6	5	3	15	4
U	2	4	12	9	9	6	23	7
D	29	62	79	59	117	74	225	66
SD	14	30	32	24	20	13	66	19
NR	0	0	0	0	4	3	4	1
Totals	47		134		158		339	

As noted in Table XXVIII only about 6 per cent of all of the respondents felt that taking a vocational education program hindered students from further education after high school. The overwhelming majority of each category of respondents (superintendents, 92 per cent; board members, 83 per cent; principals, 87 per cent) did not feel this to be true, while 8 per cent of them were either undecided or did not respond.

With regard to the second statement that the students who take vocational education programs in high school often lack too many other scholastic skills, there was no conclusive data gained. As shown in Table XXIX, 37 per cent of all the respondents indicated that they felt this statement was true while 38 per cent felt it was not true. The

TABLE XXIX

ATTITUDES TOWARD WHETHER STUDENTS WHO TAKE VOCATIONAL EDUCATION PROGRAMS IN HIGH SCHOOL OFTEN LACK TOO MANY OTHER SCHOLASTIC SKILLS

Statement: The students who take vocational education programs in high school often lack too many other scholastic skills.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	4	3	2	1	6	2
A	18	38	37	28	62	39	117	35
U	11	23	39	29	28	18	78	23
D	18	38	50	37	59	37	127	37
SD	0	0	3	2	2	1	5	1
NR	0	0	1	1	5	3	6	2
Totals	47		134		158		339	

remaining 25 per cent were either undecided or did not respond.

However, when the respondents were asked to indicate their extent of agreement or disagreement with the statement "I am opposed to expanding vocational education programs when so many students need the basic subjects," only 4 per cent, as shown in Table XXX, reported that they were opposed as such. A summary of Tables XXIX and XXX shows that even though the respondents were unsure as to whether students taking vocational education programs often lack too many other scholastic skills, only a very small percentage were actually opposed to expanding vocational education programs.

Since the hypothesis discussed in this section had to do with the support given by school administrators and boards of education members for vocational education programs, the respondents were asked to indicate their attitudes toward the following statement: "The success of local vocational education programs depends largely upon the programs." As shown in Table XXXI, the majority of each category of respondents (superintendents, 89 per cent; board members, 90 per cent; principals, 77 per cent) felt that this statement was indicative of their attitudes. Only 7 per cent of the 339 respondents felt otherwise, while 9 per cent were undecided.

TABLE XXX

FAVORABILITY OF EXPANSION OF VOCATIONAL EDUCATION PROGRAMS WHEN SO MANY STUDENTS NEED THE BASIC SUBJECTS

Statement:	I am opposed to expanding vocational education programs when so many students need the basic subjects.							
	Number and Percentage of Respondents In Each Category							
Response Category	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	2	1	0	0	2	1
A	0	0	3	2	7	4	10	3
U	3	6	7	5	8	5	18	5
D	33	70	89	66	107	68	229	68
SD	10	21	29	22	26	16	65	19
NR	1	2	4	3	10	6	15	4
Totals	47		134		158		339	

TABLE XXXI

ATTITUDES TOWARD WHETHER THE SUCCESS OF LOCAL VOCATIONAL EDUCATION PROGRAMS IS DEPENDENT LARGELY UPON THE DEGREE TO WHICH ADMINISTRATORS ENCOURAGE AND SUPPORT THE PROGRAM

Statement: The success of local vocational education programs depends largely upon the degree to which administrators encourage and support the programs.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	9	19	20	15	17	11	46	14
A	33	70	101	75	104	66	238	70
U	2	4	8	6	15	9	25	7
D	2	4	5	4	15	9	22	6
SD	1	2	0	0	1	1	2	1
NR	0	0	0	0	6	4	6	2
Totals	47		134		158		339	

To determine if the school administrators and boards of education members did actually support programs of vocational education in high school, they were asked to indicate their position on the following statement: "I am thoroughly sold on offering vocational education programs in high school." As shown in Table XXXII, only 1 per cent of the respondents disagreed with the statement, 6 per cent were undecided or did not respond, and 93 per cent either agreed or strongly agreed that they were thoroughly sold on offering vocational education programs in high school.

TABLE XXXII

FAVORABILITY OF OFFERING VOCATIONAL EDUCATION PROGRAMS IN HIGH SCHOOLS

Statement: I am thoroughly sold on offering vocational programs in high school.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	23	49	62	46	53	34	138	41
A	22	47	66	49	88	56	176	52
U	2	4	4	3	6	4	12	3
D	0	0	2	1	1	1	3	1
SD	0	0	0	0	0	0	0	0
NR	0	0	0	0	10	6	10	3
Totals	47		134		158		339	

As shown in Table XXXIII, 97 per cent of the 339 respondents (superintendents, 100 per cent; board members, 98 per cent; principals, 95 per cent) reported that they would cooperate with others to develop the best vocational education program for their county. Only one person (a principal) indicated that he would not cooperate, 2 persons were undecided, and 8 persons did not respond.

TABLE XXXIII

RESPONDENTS' WILLINGNESS TO WORK WITH OTHERS TO DEVELOP THEIR RESPECTIVE COUNTIES' VOCATIONAL EDUCATION PROGRAMS

Statement: I would cooperate with others in order to develop the best vocational education program for this county.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	24	51	75	56	61	39	160	47
A	23	49	57	42	88	56	168	50
U	0	0	1	1	1	1	2	1
D	0	0	0	0	1	1	1	0
SD	0	0	0	0	0	0	0	0
NR	0	0	1	1	7	4	8	2
Totals	47		134		158		339	

Hypothesis #4: The Present and Future Needs of Vocational Education Programs As Seen by School Administrators and Boards of Education Members Called for More Diverse Curricular Offerings, More Extensive and Accessible Programs, and More Money.

Only 19 per cent of the 339 persons surveyed felt that their county offered a wide variety of vocational education programs. As shown in Table XXXIV, 70 per cent of the respondents including 74 per cent of the superintendents, 75 per cent of the board members, and 66 per cent of the principals, either disagreed or strongly disagreed that their counties did such, while 11 per cent were either undecided or did not respond.

Table XXXV shows that the great majority of each category of respondents (superintendents, 81 per cent; board members, 87 per cent; principals, 79 per cent) felt that the vocational programs offered in their respective counties were not diverse or extensive enough to serve the needs of the students. Only 8 per cent indicated that they felt their present programs were diverse and extensive enough, while 10 per cent were either undecided or did not respond.

A comparison of Tables XXXIV and XXXV shows that of the 19 per cent who felt their counties offered a wide variety of programs, only 8 per cent considered these programs diverse and extensive enough to serve the needs of students. This finding is further substantiated by the data

TABLE XXXIV

ATTITUDES TOWARD THE DEGREE OF VARIETY OF VOCATIONAL EDUCATION PROGRAMS PRESENTLY OFFERED BY COUNTIES

Statement: My county provides a wide variety of vocational programs.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	3	2	4	3	7	2
A	9	19	18	13	29	18	56	17
U	2	4	9	7	12	8	23	7
D	26	55	73	54	72	46	171	50
SD	9	19	28	21	31	20	68	20
NR	1	2	3	2	10	6	14	4
Totals	47		134		158		339	

TABLE XXXV

ATTITUDES TOWARD WHETHER PRESENT VOCATIONAL PROGRAMS ARE DIVERSE AND EXTENSIVE ENOUGH TO SERVE THE NEEDS OF STUDENTS

Statement: The present vocational education programs provided in my county are not diverse and extensive enough to serve the needs of the students.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	13	28	44	33	35	22	92	27
A	25	53	72	54	90	57	187	55
U	4	9	6	4	10	6	20	6
D	4	9	8	6	13	8	25	7
SD	0	0	1	1	1	1	2	1
NR	1	2	3	2	9	6	13	4
Totals	47		134		158		339	

which appears in Table XXXVI showing the respondents' desire for expanded vocational education curriculum offerings.

As shown in Table XXXVI, 90 per cent of all of the respondents felt that high schools should expand their curricula to include more vocational courses. Only 2 per cent of the respondents disagreed to this effect, while 7 per cent either were undecided or did not respond.

TABLE XXXVI

ATTITUDES TOWARD EXPANSION OF HIGH SCHOOL CURRICULA TO INCLUDE MORE VOCATIONAL EDUCATION COURSES

Statement: High schools should expand their curricula to include more vocational courses.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	8	17	27	20	23	15	58	17
A	37	79	94	70	110	73	247	73
U	0	0	5	4	10	6	15	4
D	1	2	5	4	2	1	8	2
SD	0	0	0	0	0	0	0	0
NR	1	2	3	2	7	4	11	3
Totals	47		134		158		339	

With regard to the role industry should play in providing vocational education, the data which appear in Table XXXVII show that 57 per cent of all the respondents felt that industry was not assuming enough responsibility for providing vocational education. Only 13 per cent felt that industry was assuming enough responsibility while a large number, 30 per cent, were either undecided or did not respond.

TABLE XXXVII

ATTITUDES TOWARD THE DEGREE OF RESPONSIBILITY BEING ASSUMED BY INDUSTRY FOR VOCATIONAL EDUCATION

Statement: Industry is not assuming enough responsibility for providing vocational education.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	7	15	14	10	24	15	45	13
A	19	40	63	47	68	43	150	44
U	14	30	41	31	43	27	98	29
D	7	15	13	10	16	10	36	11
SD	0	0	2	1	4	3	6	2
NR	0	0	1	1	3	2	4	1
Totals	47		134		158		339	

Table XXXVIII shows the respondents' attitudes toward schools and industry working more closely together to provide vocational education. Of the 339 respondents, 95 per cent either agreed or strongly agreed that schools and local industry should work more closely.

TABLE XXXVIII

ATTITUDES TOWARD WHETHER SCHOOLS AND INDUSTRY SHOULD WORK TOGETHER TO PROVIDE VOCATIONAL EDUCATION

Statement: Schools and local industry should work more closely together to provide vocational education.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	14	30	39	29	25	16	78	23
A	29	62	92	69	122	77	243	72
U	3	6	2	1	1	1	6	2
D	0	0	1	1	2	1	3	1
SD	0	0	0	0	0	0	0	0
NR	1	2	0	0	8	5	9	3
Totals	47		134		158		339	

Table XXXIX reflects the respondents' attitudes toward the need for more funds for vocational education. More than 90 per cent of the respondents, including 96 per cent of the superintendents, 93 per cent of the board members, and 86 per cent of the principals, either agreed or strongly agreed that more money would be necessary to develop effective vocational education programs in their respective counties. Only 3 per cent of the respondents indicated that more funds were not required, while 6 per cent were either undecided or did not respond.

TABLE XXXIX

ATTITUDES TOWARD THE NEED FOR MORE FUNDS IN ORDER TO DEVELOP EFFECTIVE VOCATIONAL EDUCATION

Statement: More funds will be needed in order to develop effective vocational education programs in my county.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	23	49	62	46	47	30	132	39
A	22	47	63	47	90	57	175	52
U	2	4	5	4	11	7	18	5
D	0	0	3	2	6	4	9	3
SD	0	0	0	0	0	0	0	0
NR	0	0	1	1	4	3	5	1
Totals	47		134		158		339	

With regard to the state's role in additional fundings, the great majority of each category of respondents (superintendents, 96 per cent; board members, 90 per cent; principals, 83 per cent) felt that the state should provide additional funds for financing vocational education in their respective counties. The complete breakdown of data with regard to the matter appears in Table XL.

TABLE XL

ATTITUDES TOWARD MORE STATE FUNDS FOR VOCATIONAL EDUCATION

Statement: The state should provide additional funds for financing vocational education in my county.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	24	51	55	41	44	28	123	36
A	21	45	66	49	87	55	174	51
U	2	4	10	7	17	11	29	9
D	0	0	1	1	1	1	2	1
SD	0	0	0	0	1	1	1	0
NR	0	0	2	1	8	5	10	3
Totals	47		134		158		339	

As shown in Table XLI only 11 per cent of all respondents felt their counties presently spend an adequate amount of money on vocational education. Almost 70 per cent of the respondents, including 77 per cent of the superintendents, 74 per cent of the board members, and 61 per cent of the principals, indicated that they felt present county expenditures were inadequate, while 21 per cent either were undecided or did not respond.

TABLE XLI

ATTITUDES TOWARD THE ADEQUACY OF PRESENT COUNTY EXPENDITURES FOR VOCATIONAL EDUCATION

Statement: My county is now spending an adequate amount of money on vocational education.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	2	1	4	3	6	2
A	4	9	11	8	14	9	29	9
U	5	11	18	13	26	16	49	14
D	30	64	79	59	75	47	184	54
SD	6	13	20	15	22	14	48	14
NR	2	4	4	3	17	11	23	7
Totals	47		134		158		339	

The majority of each category of respondents (superintendents, 66 per cent; board members, 73 per cent; principals, 66 per cent) reported that they felt more county money should be set aside for vocational education. The complete breakdown of data with regard to this matter appears in Table XLII.

TABLE XLII

ATTITUDES TOWARD WHETHER MORE COUNTY MONEY SHOULD BE SET ASIDE FOR VOCATIONAL EDUCATION

Statement: There should be more money set aside in the county school budget for vocational education.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	6	13	14	10	17	11	37	11
A	25	53	85	63	87	55	197	58
U	12	26	20	15	31	20	63	19
D	3	6	10	7	14	9	27	8
SD	0	0	1	1	0	0	1	1
NR	1	2	4	3	9	6	14	4
Totals	47		134		158		339	

A comparison of Tables XLI and XLII shows that, while 77 per cent of the superintendents and 74 per cent of the board members felt their counties were spending inadequate amounts on vocational education, a slightly smaller percentage, 66 per cent and 73 per cent respectively, were in favor of spending additional county funds. It may also be noted in Table XLII that a sizable number of the superintendents (about one-fourth) reported that they were undecided as to whether more county money should be spent for vocational education. By comparing Table XL with Table XLII, it is apparent that while 87 per cent of the 339 respondents felt that more state funds should be provided for vocational education, only 69 per cent of them felt the county should provide more money for such programs.

Table XLIII shows that 64 per cent of all respondents agreed or strongly agreed that vocational education programs were so expensive that federal assistance was a necessity for their operation. It was interesting to note that while 83 per cent of the superintendents took this position, only 62 per cent of the board members and 60 per cent of the principals did so. A sizable number, 20 per cent of the board members and 28 per cent of the principals, reported that they were undecided about the matter. This may have been caused by their lack of knowledge about how expensive vocational programs were or to what degree the operation of their existing vocational programs was dependent on federal funds.

TABLE XLIII

ATTITUDES TOWARD THE NECESSITY OF FEDERAL SUPPORT FOR VOCATIONAL EDUCATION PROGRAMS

Statement: Vocational education programs are so expensive that federal aid is a must for their operation.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	14	30	11	8	15	9	40	12
A	25	53	72	54	80	51	177	52
U	3	6	27	20	44	28	74	22
D	4	9	24	18	11	7	39	12
SD	0	0	0	0	4	3	4	1
NR	1	2	0	0	4	3	5	1
Totals	47		134		158		339	

Table XLIV reflects that most of the respondents (superintendents, 94 per cent; board members, 79 per cent; principals, 70 per cent) felt that the use of federal funds to finance vocational education was desirable. Only 7 per cent of the 339 persons surveyed were in disagreement to this effect, while 16 per cent were undecided or did not respond.

TABLE XLIV

ATTITUDES TOWARD DESIRABILITY OF FEDERAL FUNDS FOR FINANCING VOCATIONAL EDUCATION

Statement: The use of federal funds to finance vocational education is desirable.

Response Category	Superintendents No.	Superintendents Per Cent	Board Members No.	Board Members Per Cent	Principals No.	Principals Per Cent	All Respondents No.	All Respondents Per Cent
SA	21	45	36	27	24	15	81	24
A	23	49	70	52	87	55	180	53
U	0	0	19	14	28	18	47	14
D	2	4	8	6	7	4	17	5
SD	0	0	1	1	6	4	7	2
NR	1	2	0	0	6	4	7	2
Totals	47		134		158		339	

Although the majority of respondents felt that federal funds were a must for financing vocational education and that the use of such funds was desirable, the great majority of each category of respondents (superintendents, 100 per cent; board members, 89 per cent; principals, 86 per cent) felt that the control of vocational education programs should remain basically in the hands of state and local authorities. These data appear in Table XLV.

TABLE XLV

ATTITUDES TOWARD WHO SHOULD CONTROL VOCATIONAL EDUCATION PROGRAMS

Statement: The control of vocational education programs should remain basically in the hands of the state and local authorities.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	20	43	48	36	58	37	126	37
A	27	57	71	53	78	49	176	52
U	0	0	8	6	10	6	18	5
D	0	0	6	4	5	3	11	3
SD	0	0	1	1	2	1	3	1
NR	0	0	0	0	5	3	5	1
Totals	47		134		158		339	

Table XLVI indicates that a sizable number, 34 per cent of the 339 respondents, felt that vocational education programs were subject to too much federal control, while 35 per cent disagreed to this effect and 30 per cent were either undecided or did not respond.

One of the needs of vocational education which is frequently mentioned is to better inform parents about the

TABLE XLVI

ATTITUDES TOWARD WHETHER VOCATIONAL EDUCATION PROGRAMS ARE SUBJECT TO TOO MUCH FEDERAL CONTROL

Statement: Vocational education programs are subject to too much federal control.

Response Category	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	2	4	11	8	15	9	28	8
A	7	15	39	24	48	30	87	26
U	17	36	36	27	45	28	98	29
D	19	40	50	37	41	26	110	32
SD	2	4	5	4	4	3	11	3
NR	0	0	0	0	5	3	5	1
Totals	47		134		158		339	

Number and Percentage of Respondents In Each Category

value and importance of vocational education. Table XLVII shows that only 13 per cent of all the respondents believed their counties were adequately doing this job. Another finding of the study was that 93 per cent of the respondents said they would like to see the values of vocational education better known to parents than is now the case.

TABLE XLVII

ATTITUDES TOWARD RESPONDENT'S COUNTY'S ADEQUACY IN INFORMING PARENTS ABOUT THE VALUE AND IMPORTANCE OF VOCATIONAL EDUCATION

Statement: My county is now doing an adequate job of informing the parents of the importance and value of vocational education.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	1	2	0	0	2	1	3	1
A	2	4	17	13	23	15	42	12
U	10	21	19	14	24	15	53	16
D	28	60	76	57	85	54	189	56
SD	5	11	19	14	14	9	38	11
NR	1	2	3	2	10	6	14	4
Totals	47		134		158		339	

In an attempt to learn the respondents' attitudes toward why there was not more vocational education in high school, the respondents were asked this question and were given five (5) possible reasons to which they could attribute this lack. Table XLVIII shows the responses received with regard to this matter.

TABLE XLVIII

ATTITUDES TOWARD WHY THERE ARE NOT MORE VOCATIONAL EDUCATION PROGRAMS OFFERED IN THE PUBLIC SCHOOLS

Statement: Why do you feel there are not more vocational education programs offered in the public schools?

Reasons	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Lack of money for support of vocational programs	38	81	107	80	110	70	255	77
Lack of qualfied teachers	28	60	66	49	93	59	187	56
"Low status" stereotype associated with vocational education programs	13	28	36	27	52	33	101	29
Lack of student demand for vocational training in high school	8	17	14	10	24	15	46	14

TABLE XLVIII (continued)

Reasons	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Lack of job opportunities for vocational education graduates	5	11	14	10	11	7	30	9
Totals	47		134		158		339	

NOTE: Respondents were asked to identify as many reasons as applicable; therefore, there could have been a 100 per cent response in each answer category.

As reflected in Table XLVIII, in each of the groups surveyed their first, second, third, fourth, and fifth reasons selected as to why there was a lack of vocational education were the same. Each of the groups most often mentioned lack of money for support of vocational education programs. The other reasons given in order of their frequency of occurrence were (1) lack of qualified teachers; (2) the presence of a "low status stereotype" associated with vocational education programs; (3) lack of students' demand for vocational education training in high schools; and (4) lack of job opportunities for vocational education graduates. In summary it may be noted that each of the groups of respondents most often attributed the problem to money or some problem related to money (i.e., lack of qualified teachers) while they least often attributed the problem to lack of student demand or to lack of employment opportunities for vocational education graduates. These findings were consistent with the findings previously reported that more funds would be necessary to develop effective programs of vocational education to meet the needs of students.

III. DATA WHICH PROVIDED ADDITIONAL INSIGHT RELATIVE TO THE ATTITUDES OF SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION MEMBERS

Salaries of Vocational Teachers

The lack of qualified teachers, which was the second most frequently mentioned reason for there not being more vocational education in schools (see Table XLVIII), is a serious problem for both general and vocational education and is one frequently associated with inadequate salaries. This has been a problem in particular for vocational education since vocational teachers must first of all be highly skilled craftsmen, and they are as a rule able to make better salaries by practicing their trade than by teaching school. Considering this fact the respondents were asked to indicate their attitudes toward the following statement: "The salary of a vocational teacher should exceed that of an academic teacher." The responses generated with regard to this matter appear in Table XLIX.

TABLE XLIX

ATTITUDES TOWARD THE SALARY OF A VOCATIONAL TEACHER EXCEEDING THAT OF AN ACADEMIC TEACHER

Statement: The salary of a vocational teacher should exceed that of an academic teacher.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	1	2	1	1	1	1	3	1
A	7	15	22	16	9	6	38	11
U	10	21	23	17	9	6	42	12
D	19	40	72	54	77	49	168	50
SD	9	19	13	10	55	35	77	23
NR	1	2	3	2	7	4	11	3
Totals	47		134		158		339	

As shown in Table XLIX, the majority of each category of respondents (superintents, 59 per cent; board members, 64 per cent; principals, 84 per cent) did not feel the salary of a vocational teacher should exceed that of an academic teacher. Only 12 per cent of the 339 respondents indicated otherwise, while 15 per cent were either undecided or did not respond. However, when this issue concerning salaries was stated in a different light, "the salary schedules for vocational education teachers will have to be higher than those of academic teachers in order to attract qualified people from business and industry," a slightly different response was generated. The respondents' attitudes toward this latter statement appear in Table L.

As shown by Table L, 51 per cent of all respondents did not feel that the salary schedules for vocational teachers would have to be higher than those of academic teachers in order to attract qualified teachers from business and industry; however, 30 per cent of the respondents indicated otherwise and 20 per cent were either undecided or did not respond.

An analysis of Tables XLIX and L seemed to indicate that: (1) the respondents were more favorable of higher salaries for vocational teachers when these higher salaries were viewed in light of being necessary in order to attract qualified persons from business and industry, and (2) principals were the category of respondents most opposed to

TABLE L

WILL THE SALARY SCHEDULES FOR VOCATIONAL EDUCATION TEACHERS HAVE TO BE HIGHER THAN THOSE OF ACADEMIC TEACHERS IN ORDER TO ATTRACT QUALIFIED PEOPLE FROM BUSINESS AND INDUSTRY

Statement: The salary schedules for vocational education teachers will have to be higher than those of academic teachers in order to attract qualified people from business and industry.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	4	9	8	6	7	4	19	7
A	11	23	34	25	34	22	79	23
U	11	23	39	29	13	8	63	19
D	17	36	48	36	66	42	131	39
SD	3	6	5	4	34	22	42	12
NR	1	2	0	0	4	3	5	1
Totals	47		134		158		339	

paying vocational teachers salaries higher than those of academic teachers. In light of the statement in Table XLIX, 73 per cent of the respondents (most of which were principals) were opposed to paying vocational teachers higher salaries than academic teachers, while in light of the statement in Table L a smaller number, 51 per cent (most of which again were principals), were opposed as such.

Low Status Stereotype of Vocational Education

As previously shown in Table XLV the third most frequently mentioned reason, as seen by the respondents, for there not being more vocational education offered in public schools was that there was a low status stereotype associated with such programs. Table LI shows that the majority of each category of respondents (superintendents, 70 per cent; board members, 60 per cent; principals, 72 per cent) believed students enrolled in vocational programs were often stereotyped as being of low intelligence and coming from low income families.

The data presented in Table LII shows that 93 per cent of the respondents felt that any low status stereotype which did acutally exist could be removed by improving the programs and educating the public of the value and importance of vocational education.

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TABLE LI

ATTITUDES TOWARD VOCATIONAL EDUCATION STUDENTS OFTEN BEING STEREOTYPED AS BEING OF LOW INTELLIGENCE AND COMING FROM LOW INCOME FAMILIES

Statement: Vocational education students are often stereotyped as being of low intelligence and coming from low income families.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	1	2	9	7	6	4	16	5
A	32	68	71	53	107	68	210	62
U	6	13	15	11	16	10	37	11
D	7	15	31	23	20	13	58	17
SD	0	0	8	6	3	2	11	3
NR	1	2	0	0	6	4	7	2
Totals	47		134		158		339	

TABLE LII

ATTITUDES TOWARD HOW LOW STATUS STEREOTYPES OF VOCATIONAL PROGRAMS COULD BE REMOVED

Statement: I feel that any "low status" stereotype of vocational education programs could be removed by improving the programs and "educating" the public of the value and importance of vocational education.

Response Category	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	12	26	40	30	44	28	96	28
A	32	68	87	65	101	64	220	65
U	2	4	5	4	7	4	14	4
D	1	2	2	1	2	1	5	1
SD	0	0	0	0	1	1	1	0
NR	0	0	0	0	3	2	3	1
Totals	47		134		158		339	

Number and Percentage of Respondents In Each Category

With regard to the same issue of a low status stereotype, the respondents indicated that they did not feel that vocational courses and programs were just for students of low abilities. As shown in Table LIII, only 8 per cent of 339 respondents felt bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs.

TABLE LIII

ATTITUDES TOWARD BRIGHT STUDENTS ENROLLING IN VOCATIONAL EDUCATION PROGRAMS

Statement: Bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	4	3	2	1	6	2
A	0	0	12	9	7	4	19	6
U	3	6	13	10	4	3	20	6
D	22	47	86	64	102	65	210	62
SD	20	43	16	12	36	23	72	21
NR	2	4	3	2	7	4	12	4
Totals	47		134		158		339	

Vocational Education and Dropouts

One argument frequently stated for offering vocational education in secondary schools is that it offers students a choice or variety of courses which may be taken in lieu of strictly academic courses. Another argument is that vocational education is practical and usable for the students. Both of these arguments are often given to illustrate how high schools can increase their "holding power" by offering a wide variety of educational programs--vocational as well as general. Table LIV shows the respondents' attitudes toward this matter.

TABLE LIV

ATTITUDES TOWARD THE FAILURES OF SCHOOLS TO OFFER A WIDE VARIETY OF PROGRAMS BEING A MAJOR CAUSE OF DROPOUTS

Statement: A major cause of dropouts is the failure of the schools to offer programs diverse enough to meet the needs, interests, and abilities of all students.

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	18	38	36	27	41	26	95	28
A	21	45	73	54	75	47	169	50
U	4	9	13	10	10	6	27	8
D	3	6	9	7	11	7	23	7
SD	0	0	0	0	9	6	9	3
NR	1	2	3	2	12	8	16	5
Totals	47		134		158		339	

As shown in Table LIV, 78 per cent of the 339 respondents (superintendents, 83 per cent; board members, 81 per cent; principals, 73 per cent) felt that a major cause of dropouts was the failure of the school to offer programs diverse enough to meet the needs of all students. Only 10 per cent of the respondents disagreed with the statement in Table LIV while 13 per cent were undecided or did not respond.

Another issue concerning dropouts centers about the schools' responsibility for providing dropouts with occupational training. As shown in Table LV only 6 per cent of the 339 respondents indicate that they felt the school had no responsibility as such, while 87 per cent indicate that they felt schools did have such a responsibility. The remaining 7 per cent were either undecided or did not respond toward this matter.

TABLE LV

ATTITUDES TOWARD SCHOOLS' RESPONSIBILITY FOR PROVIDING DROPOUTS WITH OCCUPATIONAL TRAINING

Statement: Public schools have no obligation for providing school dropouts with training for an occupation.

Response Category	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
SA	0	0	0	0	2	1	2	1
A	0	0	13	10	5	3	18	5
U	1	2	5	4	11	7	17	5
D	33	70	76	57	99	63	208	61
SD	13	28	39	29	36	23	88	26
NR	0	0	1	1	5	3	6	2
Totals	47		134		158		339	

Number and Percentage of Respondents In Each Category

County Emphasis Placed on Vocational Education Programs

As shown in Table LVI, more than 70 per cent of the responding superintendents estimated that less than two-fifths of their high school graduates went on to college, yet Table LVII shows that 83 per cent of the superintendents, 81 per cent of the board members, and 78 per cent of the principals felt the educational programs in their

TABLE LVI

SUPERINTENDENTS' ESTIMATED PER CENT OF HIGH SCHOOL GRADUATES FROM THEIR RESPECTIVE COUNTIES WHICH GO ON TO COLLEGE

Answer Categories	Number and Percentage of Respondents In Each Category	
	Number	Per Cent
10 to 19 per cent	4	9
20 to 29 per cent	16	34
30 to 39 per cent	13	28
40 to 49 per cent	11	23
50 per cent or more	3	6
Total	47	

TABLE LVII

EMPHASIS COUNTIES PLACE ON COLLEGE PREPARATORY PROGRAMS AS OPPOSED TO VOCATIONAL EDUCATION PROGRAMS

Statement: Do you feel that the educational program in your county places more emphasis on college preparation programs than on vocational education programs?

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	39	83	109	81	124	78	272	80
No	8	17	16	12	30	19	54	16
Don't Know	0	0	9	7	2	1	11	3
NR	0	0	0	0	2	1	2	1
Totals	47		134		158		339	

respective counties placed more emphasis on college preparatory programs than on vocational education programs.

Table LVIII shows that 58 per cent of all respondents (superintendents, 49 per cent; board members, 53 per cent; principals, 65 per cent) were not satisfied that the local schools were doing all they could with present funds for youths not going on to college.

TABLE LVIII

RESPONDENTS' SATISFACTION WITH PRESENT COUNTY SCHOOL EXPENDITURES FOR YOUTHS NOT GOING ON TO COLLEGE

Statement: Are you satisfied that the local schools are doing all they can with present funds for youth not going on to four-year colleges?

Response Category	Number and Percentage of Respondents In Each Category							
	Superintendents		Board Members		Principals		All Respondents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	22	47	54	40	42	27	118	35
No	23	49	71	53	103	65	197	58
Don't Know	2	4	8	6	10	6	20	6
NR	0	0	1	1	3	2	4	1
Totals	47		134		158		339	

Training for Administration and Supervision of Vocational Education Programs

Table LIX shows that 79 per cent of the administrators responding (superintendents, 85 per cent; principals, 77 per cent) felt that part of the training of school administrators should be concerned with administration of vocational education programs. Only 4 per cent did not feel that such training should be given, while 17 per cent were either undecided or did not respond.

TABLE LIX

SHOULD PART OF THE TRAINING OF SCHOOL ADMINISTRATORS BE CONCERNED WITH ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS

Response Category	Number and Percentage of Respondents In Each Category					
	Superintendents		Principals		Both	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	40	85	121	77	161	79
No	1	2	8	5	9	4
Don't Know	3	6	17	11	20	10
NR	3	6	12	8	15	7
Totals	47		158		205	

Table LX shows that 66 per cent of the administrators responding (superintendents, 79 per cent; principals, 63 per cent) said that additional training in the administration and supervision of vocational education programs would be helpful to them in their present situations, while 17 per cent did not feel such additional training would be of help and 17 per cent were either undecided or did not respond.

TABLE LX

ADMINISTRATORS' ATTITUDES TOWARD THEIR NEED FOR ADDITIONAL TRAINING IN THE ADMINISTRATION AND SUPERVISION OF VOCATIONAL PROGRAMS

Statement: Do you feel that additional training in the administration and supervision of vocational programs would be helpful to you in your present situation?

Response Category	Number and Percentage of Respondents In Each Category: Superintendents No.	Superintendents Per Cent	Principals No.	Principals Per Cent	Both No.	Both Per Cent
Yes	37	79	99	63	136	66
No	3	6	31	20	34	17
Don't Know	5	11	18	11	23	11
NR	2	4	10	6	12	6
Totals	47		158		205	

IV. SUMMARY OF THE CHAPTER

The first portion (pp. 45-53) of Chapter III dealt with some selected characteristics of the persons which provided the data for this investigation. It was learned that the majority of each category of respondents were forty-five years old or older. A sizable number of superintendents (47 per cent) and principals (39 per cent) were fifty-five or older. It was also determined that the majority of each category of respondents had held their respective positions or titles for less than ten years. Most of the respondents had some degree of experience with vocational education; however, the superintendents and principals were reported as having the most experience with vocational education, while boards of education members had the least amount of experience with such programs. Only 8 per cent of the respondents were reported as having no experience with vocational education.

The great majority of superintendents (89 per cent) represented school districts of less than 7,000 student enrollees in grades ten through twelve. Of this 89 per cent, 49 per cent represented school systems which had less than one thousand students in these grades. The size of the high schools which the responding principals represented varied from schools having less than one hundred students in grades ten through twelve to schools having seven hundred fifty or more students in these grades.

It was felt that the data presented in this first section were important for two reasons, namely, (1) they allowed the researcher to become better acquainted with the nature of the persons who reacted to the survey instrument; and (2) they provided a basis for any future analysis to determine if the respondents' attitudes toward vocational education were significantly different with regard to a certain characteristic, for example, were principals of large high schools more favorable than principals of smaller high schools; were older respondents more favorable than young respondents; or were persons with experience in vocational programs more favorable than persons without such experiences.

Section two (pages 53-107) of this chapter presented findings with regard to the attitudes of the respondents toward vocational education. The purpose of the data in this section was to help support or reject the hypotheses made with regard to the investigation (pages 6-7). It was determined that the respondents considered vocational education in the secondary school to be an important aspect of the total educational program. Vocational education was perceived as being a major answer to the problem of unemployment and an aid in attracting new industries to an area. The respondents felt that the importance of and need for vocational education would be even greater in the future.

It was determined that the respondents did not feel that it was more important to use a student's time for general education than for vocational education. In addition to this, the respondents did not feel that taking a vocational education program would hamper a student from taking further education after high school.

The respondents felt the secondary school, particularly the area vocational school, had the capacity to provide much of the occupational training required for the wide range of jobs which are available to students. High school students themselves were considered mature enough to profit from vocational education, and it was felt that almost all students were interested in receiving some degree of vocational education in high schools.

A large number of the respondents felt that many more students would enroll in vocational education programs if the programs were more diverse, extensive, and accessible. The great majority of the respondents felt their respective counties had enough students who desired vocational education to justify establishing an area vocational school.

In spite of the apparent support for vocational education, the respondents indicated that they did not feel present vocational programs were effectively preparing students for today's world of work. The respondents reported that they did not feel their respective counties were providing a wide enough variety of vocational education programs to meet the diverse interests, abilities, and needs of students not going on to college. A lack of money for support of vocational education was identified as the major reason why there was not more vocational education in public schools. The respondents also indicated that more money would be necessary to develop effective programs. The respondents felt the cost of vocational education could be justified in terms of the numbers of persons it made useful members of society.

The respondents felt that both local and state expenditures for vocational education were inadequate; however, they indicated that they favored the state providing most of the additional funds required. Federal aid for vocational education was viewed as both necessary and desirable; however, the respondents clearly felt that the control of these programs should remain basically in the hands of state and local authority.

The respondents believed that much of the success of local programs of vocational education depended largely upon the degree to which administrators encouraged and supported such programs. The respondents themselves said they were thoroughly sold on offering vocational education in high school and reported that they would cooperate with others to develop the best vocational education programs for their respective counties.

The respondents felt that schools and industry needed to work more closely together to provide vocational education. There was also a need expressed for county school systems to do a better job of informing parents about the value and importance of vocational education.

In the third section (pp. 107-122) of Chapter III, data were presented which provided additional insight relative to the attitudes of school administrators and boards of education members. It was determined that the respondents were not in favor of paying vocational teachers higher salaries than regular teachers; however, there was an indication of an awareness that it was probably necessary to have higher teachers' salaries if qualified persons from business and industry were to be recruited as vocational education teachers.

The respondents reported that they felt there existed a low status stereotype or stigma which many persons associated with vocational education students and programs. This low status stereotype was the third most frequently mentioned reason as to why there was not more vocational education offered in schools.

Almost three-fourths of the respondents said that vocational education students were often thought of as being of low intelligence and coming from low income families;

however, 93 per cent of the respondents felt that such stereotypes could be removed by improving the programs and educating the public of the value and importance of vocational education.

With regard to the matter of dropouts, almost 80 per cent of the respondents felt that the failure of the schools to offer a wide variety of programs was a major cause of dropouts. The respondents also reported that they felt the public schools had an obligation to provide dropouts with occupational training.

More than 70 per cent of the responding superintendents estimated that less than two out of five of the high school graduates went on to college, yet 80 per cent of all the respondents reported that they felt their respective counties placed more emphasis on college preparatory programs than on vocational education programs. More than half of the respondents said they were not satisfied that local schools were doing all they could (with present funds) for youth not going on to college.

The responding superintendents and principals indicated that more attention needed to be given to preparing school administrators for supervision and administration of vocational education. Almost 80 per cent of these persons said that part of the training of school administrators should be concerned with such preparation and that additional training in these areas would be helpful to them in their present situations.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this investigation was to study school administrators and county boards of education members throughout West Virginia in order to determine some of their attitudes toward vocational education in the state's secondary schools.

Specifically, this study sought to determine:

1. The value and importance of vocational education as seen by school administrators and boards of education members.
2. What school administrators and boards of education members felt the role of the secondary school should be in providing vocational education.
3. The degree to which school administrators and boards of education members tended to support present vocational education programs and expansion of these programs.
4. The present and future needs of vocational education programs as perceived by school administrators and boards of education members.

In carrying out the purpose of this study, all of the county superintendents, county boards of education members and secondary school principals in West Virginia were sent survey instruments designed to solicit some of their attitudes toward vocational education. Of the 537 persons surveyed, 63 per cent or 339 persons responded.

II. CONCLUSIONS

Based upon the findings of this investigation it was concluded that the school administrators and boards of education members in West Virginia had the following attitudes toward vocational education:

1. Vocational education in secondary schools was perceived as being of much value and importance, and the importance of and need for vocational education was seen as increasing in the future.

2. Good vocational education programs were felt to have the potential to help solve the problem of unemployment and assist in attracting new industries into an area.

3. Vocational education was viewed as being a rightful part of the secondary school curriculum, and it was felt that high schools should expand their curricula to include more vocational education courses.

4. The respondents were of the opinion that vocational education programs should be made available at all educational levels but that the main thrust of vocational education should continue to be directed toward secondary school programs either in area vocational schools (preferable), or in comprehensive high schools.

5. Present programs of vocational education were not felt to be diverse and/or extensive enough to adequately serve the needs of high school students, and, therefore, were not considered to be effectively preparing students for today's world of work.

6. The respondents strongly believed that more money would be required to develop effective programs of vocational education.

7. The respondents felt that two of the main reasons why there was not more vocational education being made available in secondary schools were: (a) lack of money and (b) lack of qualified teachers.

8. A "low status" stereotype associated with vocational education programs and students was felt to be another serious factor which has hampered the growth of vocational education programs.

9. Vocational education students were often perceived as being stereotyped as students of low intelligence and from low income families.

10. It was felt that improvement of programs and educating the public about vocational education would do much to remove the "low status" stereotype associated with vocational education programs and students; however, the respondents did not feel that county school systems were presently doing an adequate job of educating the public about vocational education.

11. Present expenditures at both the county and state levels were considered insufficient; however, it was felt that most of the additional money required for adequate financing of vocational education should be provided for by the state rather than by the counties.

12. The use of federal funds for financing vocational education was viewed to be both necessary and desirable; however, it was felt that control of these programs should remain basically in the hands of state and local authorities.

13. Vocational education programs were not considered to be too costly in terms of time, money, and effort.

14. It was felt that vocational education programs made enough students useful members of society to justify their cost.

15. Almost all high school students were felt to be interested in receiving some degree of vocational education while in high school, and it was believed that many more high school students would be enrolled in vocational education programs if such programs were made available to them.

16. The great majority of West Virginia's counties were perceived as having enough students who desire vocational education programs to justify the establishment of an area vocational school to serve their needs.

17. High schools were viewed as having a responsibility to provide a wide variety of vocational education programs to fit the needs and abilities of students not going to college.

18. Many local school systems were not felt to be doing all that they could (even with present funds) for youths not going on to college.

19. High schools were not considered to be assuming enough responsibility for providing students with vocational education programs.

20. Even though admittedly the great majority of high school students in West Virginia do not go on to attend college, it was felt the major emphasis of the state's secondary schools continued to be placed on college preparatory programs.

21. The secondary school was seen as having a responsibility for providing vocational education programs both for in-school and out-of-school youths.

22. Providing high school students with skills for earning a living was felt to be just as important as providing them with skills for social living.

23. The possibility of students being able to receive vocational training while on the job was not perceived as making vocational education in high school unnecessary.

24. Vocational education programs in secondary schools were felt to have the capacity to prepare students for many of the wide range of jobs available to them.

25. High school students were considered to be mature enough to profit from vocational education programs.

26. Taking a vocational education program in high school was not considered as hindering students from being able to acquire a sound basic education or from pursuing further education after high school.

27. Much of the success of vocational education programs was felt to depend largely upon the degree to which school administrators encouraged and supported such programs.

28. Additional training in administration and supervision of vocational education was seen as being helpful to many school administrators in West Virginia.

29. It was felt that schools and industry should work more closely together in providing vocational education programs in secondary schools.

30. It was felt that vocational teachers should not be paid higher salaries than academic teachers.

The data presented in Chapter III and the inherent conclusion drawn from these data both tended to support the hypotheses made with regard to this study, namely that:

1. School administrators and boards of education members believed vocational education at the secondary level to be of much value and importance.

2. School administrators and boards of education members felt that the secondary school had a responsibility for providing vocational education and that such education was rightfully part of the secondary school curriculum.

3. There was strong support among school administrators and boards of education members for the presently existing programs of vocational education and for expansion of these programs.

4. The present and future needs of vocational education programs as seen by school administrators and boards of education members called for more diverse curricular offerings, more intensive and accessible programs, and more money.

III. RECOMMENDATIONS

A major justification for this investigation was to assist the West Virginia Legislature, the Bureau of Vocational, Technical and Adult Education, and local county school systems in the development of programs of vocational education which could better serve the needs of the state and its citizens. The following recommendations were recorded for this purpose:

1. Secondary schools should begin to assume a greater responsibility for the preparation of youth for employment. The data in this investigation indicated that many county school systems need to re-examine their efforts to provide meaningful educational programs for all students. Much evidence was accumulated that the needs of many youths who were either unable or not desiring to go on to college were not being met. It is recommended that counties expand their secondary school curricula to include more diverse, extensive, and accessible programs of vocational education.

2. Every county which has not already done so should initiate a study to determine the occupational needs and vocational education program requirements for their respective areas. Specifically, such studies should:

a) Determine the vocational interests and aspirations of students.

b) Determine existing occupational trends in the area.

c) Determine the number and types of job opportunities available to students.

d) Determine the need for programs necessary for upgrading and/or retaining of presently employed workers in the county.

e) Develop curricula to meet the local and area needs which are reflective of the job market and the needs of students.

Counties wishing to pursue such program planning studies should contact the West Virginia Research Coordinating Unit for Vocational Education at Marshall University or the State Director of Vocational Education.

3. In an attempt to provide quality vocational education programs which are available to all citizens of a county, it is recommended that, where possible, the concept of one or more area vocational schools or centers be employed. In the event there are certain circumstances which prohibit the establishment of such an area school approach, it is recommended that contiguous counties investigate the possibility of a jointly supported multi-county area vocational school as a solution to their problem.[1] Where an area school approach is not feasible, the comprehensive high school is recommended as the setting for vocational education at the secondary level.

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[1] At present there is only one such multi-county area vocational school in operation in West Virginia; however, four others are in various planning stages. Source: Bureau of Vocational, Technical, and Adult Education, Fred W. Eberle, Director.

4. County school systems operating or planning vocational education programs should work closely and establish channels of communication with local business and industry. It is recommended that every county board of education select advisory councils to facilitate this matter. Through the use of such advisory councils, more realistic and meaningful vocational programs might be devised and existing programs improved. Such councils could also provide county school systems with valuable labor market data which could be used for purposes of program planning. The use of such advisory councils would facilitate the establishment of cooperative education programs with local businesses and industries. Finally, such advisory councils would do much to secure the support of persons in major leadership positions within a county.

5. Counties operating or planning vocational education programs should initiate and conduct in-service workshops to acquaint all educators in the county (elementary level as well as secondary level principals, teachers, and counselors) with the purpose and objectives of the county's vocational education program, and the opportunities it makes available to students. Such in-service workshops should lead the persons involved to discover that vocational education is not something which is offered or taken in lieu of general education, but rather is something which supplements and enhances the county's total educational program.

6. Graduate level courses such as principles and philosophy of vocational education, and administration and supervision of vocational education should be initiated so as to provide teachers, counselors, principals, superintendents, boards of education members, and concerned citizens with an opportunity to acquire a knowledge and understanding of vocational education. By providing these persons with such a knowledge and understanding, it would be expected that many of the unfavorable stereotypes and stigmas associated with vocational education programs and vocational education students could be removed. This would also provide the county

school systems with persons better qualified to supervise and administer vocational education programs and interpret such programs to various publics.

7. In addition to providing programs to acquaint persons already in service with vocational education, it is recommended that the institutions of higher education in the state which are charged with the responsibility for preparing school administrators and supervisory personnel for service should incorporate into these preparatory programs opportunities to acquire a knowledge and understanding of vocational education--its principles, philosophy, objectives, and the role it plays in public education in American society. At present, such preparation for school administrators and supervisory personnel is practically non-existent within the state.

With the increasing sums of money being appropriated for vocational education and subsequent expansion of programs and student enrollments, it becomes increasingly important that persons in positions of educational leadership have a knowledge of vocational education. This factor becomes even more significant when one considers that one finding of this study was that 84 per cent of the respondents felt that the success of vocational education programs was largely dependent upon the degree to which administrators encouraged and supported such programs (see Table XXXI, p. 86). Certainly a knowledge and understanding of vocational education is a prerequisite to securing this vital encouragement and support of school administrators.

8. It is recommended that any county school system, institution of higher education, or other organization which attempts to provide programs to acquaint or orient persons about vocational education (see Recommendations 5, 6, and 7) coordinate their efforts with the agency in the state charged with the responsibility for vocational education, namely, the Division of Vocational Education of the State Board of Education.

9. County school systems and local high schools need to do a better job of informing students and parents of the value and importance of vocational education. It is recommended that a curriculum study group in every county begin planning a curriculum outline for a course such as "Introduction to Occupations."[2] One of the major purposes for the initiation of such a course in public schools should be to provide students with an overview of the many and varied job opportunities available to them and the possibilities of receiving training in each of these occupations. It is felt such a course would have two very desirable outcomes; namely, it would (a) help students to make decisions about their future occupational careers; and (b) help students to develop a deeper respect and appreciation for many occupations heretofore considered undesirable. This latter outcome might in turn help to overcome some of the "low status" stereotypes and stigmas associated with vocational education programs and vocational education students.

10. Counties operating or planning vocational education programs should make every effort to make programs available to all segments of the population of the county. Included in this population to be served should be in-school youths, out-of-school youths (both high school graduates and dropouts) and adult members of the population desiring training or retraining.

11. The West Virginia Legislature, the State Board of Education, and the Bureau of Vocational, Technical, and Adult Education, in cooperation with local county school systems, should make a cooperative investigation into the present

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[2] Another finding of the present investigation which was not incorporated into this thesis was that 81 per cent of the superintendents and 75 per cent of the principals which responded favored offering such a course in schools. The majority of these persons felt such a course should be offered during the ninth or tenth grade.

pattern for financing vocational education in West Virginia. The data in this thesis made it quite evident that the present financial support was inadequate and that even more money would be required in the future. A financial study such as the one proposed should determine ways and means for the state to assume a larger proportion of the responsibility of financing vocational education.

12. In light of the fact that a lack of qualified teachers was the second most frequently chosen reason as to why there was not more vocational education being made available in public schools, it is recommended that a statewide study of vocational education teacher needs be initiated. Among other things, a study such as the one proposed should:

    a) Determine the existing need for various types of vocational education teachers.

    b) Project the numbers and types of vocational education teachers needed in light of anticipated program expansion and student enrollment growth.

    c) Determine ways and means of improving the recruitment and training of vocational education teachers--both degree and non-degree ones.

    d) Analyze existing vocational education teacher preparatory programs in West Virginia and determine means of supplementing and strengthening these programs if so required.

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APPENDIX A

LETTER TO RESEARCH COORDINATING UNITS FOR VOCATIONAL EDUCATION REQUESTING INFORMATION CONCERNING SIMILAR ATTITUDE STUDIES

August 1, 1967

Dear :

The West Virginia RCU is about to begin a study of The Viewpoints of School Administrators and Board of Education Members Regarding Vocational Education in the Secondary Schools of West Virginia. We are interested in securing any data that you might have concerning this topic whether they be questionnaire forms, completed reports, or merely suggestions.

If you have any information which you feel will be of interest or value in conducting such a study, please send it to West Virginia Research Coordinating Unit, Box 174, Marshall University, Huntington, West Virginia.

Thank you very much for your time and consideration.

Sincerely yours,

/s/ Charles Divita, Jr.

Charles Divita, Jr.

APPENDIX B

LETTERS REQUESTING PERMISSION TO USE PORTIONS OF SURVEY INSTRUMENTS DEVELOPED BY OTHER RESEARCHERS

August 8, 1967

Dr. Frank J. Woerdehoff
Department of Education
Purdue University
Lafayette, Indiana 47907

Dear Dr. Woerdehoff:

The West Virginia Research Coordinating Unit for Vocational Education is about to begin a study of the attitudes of school administrators and boards of education members toward vocational education.

During the search for related literature, your article entitled "A Study of the Viewpoints Held By School Administrators Regarding Vocational Education in the Secondary School" was found in the Journal of Experimental Education.

The RCU would like to request copies of and permission to use the various survey instruments employed in your investigation. Any advice or other information which you feel would be helpful in conducting such a study will be appreciated.

Thank you for your time and consideration.

Sincerely yours,

WEST VIRGINIA RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION

/s/ Charles Divita, Jr.

Charles Divita, Jr.

August 7, 1967

Dr. Ralph C. Wenrich
University of Michigan
Ann Arbor, Michigan

Dear Dr. Wenrich:

The West Virginia Research Coordinating Unit is about to begin a study of Attitudes of School Administrators and Boards of Education Members Regarding Vocational Education in the Secondary Schools of West Virginia. At the present time, the RCU is in the process of collecting data for construction of a questionnaire for use in the study.

During the search for questionnaire material, your article entitled "Vocational Education As Perceived By Different Segments of the Population" was found in the ERIC Catalog. I have since ordered a microfiche copy of your study (University of Michigan Cooperative Research Project 1577).

I would appreciate it very much if you would grant the West Virginia RCU permission to use parts of your instrument in this study.

Thank you for your time and consideration.

Sincerely yours,

WEST VIRGINIA RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION

/s/ Charles Divita, Jr.

Charles Divita, Jr.

APPENDIX C

COVER LETTER AND QUESTIONNAIRES SENT TO COUNTY SUPERINTENDENTS, BOARDS OF EDUCATION MEMBERS AND SECONDARY SCHOOL PRINCIPALS

RCU

West Virginia Research Coordinating Unit For Vocational Education

Marshall University - Box 174 - Huntington, West Virginia

October 1, 1967

Dear (Superintendent, Board Member, Principal):

Today vocational education in West Virginia stands at the crossroads of opportunity. As more money is appropriated for vocational education it becomes increasingly important that this money be used wisely, and directed where it is most needed.

As a (superintendent, board member, principal) and an educational leader your attitudes toward vocational education need to be known and taken into consideration by persons planning and determining program direction and expansion. For this reason the Bureau of Vocational, Technical and Adult Education has undertaken a study of the Attitudes of School Administrators and Board of Education Members Toward Vocational Education in the Secondary Schools of West Virginia.

In all, over seven hundred persons holding important educational positions are involved in this survey which is a part of a statewide study of vocational education in West Virginia. Hopefully this study will assist in planning the type of vocational education program which is best suited to the needs and resources of our state.

Realizing the importance of this investigation the presidents of the following organizations have been contacted and asked to give their endorsement and support of this study: The West Virginia School Boards Association; the West Virginia Secondary Principals Association; and the West Virginia Association of School Administrators.

Enclosed you will find an instrument which has been designed to survey the attitudes of school board members toward vocational education. You may rest assured that all data will be held in strictest confidence. All data will be combined and treated statistically, thus assuring anonymity

Page 2
October 1, 1967

The instrument will require at the most about ten minutes to complete. I realize that you have a very busy schedule but would you please take a few minutes of your time to give this important matter your consideration.

After completing the survey instrument please place it in the enclosed self-addressed, stamped envelope and drop it in the mail at your earliest convenience.

Thank you for your time and cooperation.

Sincerely yours,

WEST VIRGINIA RCU

/s/ Charles Divita, Jr.

Charles Divita, Jr.

COUNTY SUPERINTENDENTS

Date______________________

PART I

Directions: Circle the letter which corresponds to your answer.

1. How long have you been a Superintendent?
    - (a) 0-4 years
    - (b) 5-9 years
    - (c) 10-14 years
    - (d) 15-19 years
    - (e) 20 years or more

2. What is your approximate age?
    - (a) 24 or younger
    - (b) 25-34
    - (c) 35-44
    - (d) 45-54
    - (e) 55 or older

3. What is the student enrollment in grades 10-12 in your county?
    - (a) Less than 1000
    - (b) 1000-3999
    - (c) 4000-6999
    - (d) 7000-9999
    - (e) 10,000 or more

There appears to be no definition that everyone will agree to. For the purposes of this study *Vocational Education* will mean the following: public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.

College Preparatory Education will mean the following: a sequence of subjects or group of courses prerequisite for college enrollment; (2) a body of educative activities and experiences (in secondary education) prescribed for pupils who wish to enroll at institutions of higher learning.

4. Are you satisfied that the local schools are doing all they can with present funds for youth not going on to four-year colleges?

(a) Yes (b) No (c) Don't know

5. Do you feel that the educational program in your county places more emphasis on college preparation programs than on vocational education programs?
   (a) Yes (b) No (c) Don't know

6. How would you describe your degree of experience with vocational education programs?
   (a) Very much (c) Slight
   (b) Moderate (d) No experience

7. In which of the following have you had experience? (Circle all that apply)
   (a) As a student in a vocational education course
   (b) As a teacher of a vocational education course
   (c) As a high school principal with responsibility for administration of a vocational education program
   (d) As a county superintendent with responsibility for administration of a vocational education program
   (e) No experience with vocational education programs.

8. Should part of the training of school administrators be concerned with administration and of vocational education programs?
   (a) Yes (b) No (c) Undecided

9. Do you feel that additional training in the administration and supervision of vocational programs would be helpful to you in your present situation?
   (a) Yes (b) No (c) Undecided

   For the purpose of this study, a class such as Introduction to Occupations would consist of the following: A course concerned with providing occupational information about various jobs. Such a course would aid students in making decisions concerned with their vocational futures by making known the educational requirements and opportunities associated with these vocational choices.

10. Thinking into the future, do you see the importance of and need for vocational education in secondary schools as (a) increasing, (b) decreasing, (c) remaining the same?

11. Within the last year (1966-1967) has your county expanded its vocational education programs (e.g., added new courses or programs)?
    (a) Yes (b) No (c) Don't know

12. Why do you feel there are not more vocational education programs offered in the public schools? (Circle all that apply)
    (a) Lack of student demand for vocational training in high school
    (b) Lack of money for support of vocational education programs
    (c) Lack of job opportunities for vocational education graduates
    (d) Lack of qualified teachers
    (e) "Low Status" stereotype associated with vocational education programs.

An Area Vocational School may be defined as: a vocational school offering training in vocational areas and which serves more than one high school in one or more counties.

13. Where should vocational (trade) education programs be offered in our educational system?
    (a) Comprehensive high school
    (b) Area vocational schools
    (c) Colleges and universities
    (d) Post-secondary area vocational schools (community colleges or technical schools)
    (e) Privately or individually owned vocational schools

14. Do you feel your county has enough students who desire courses in vocational education to justify the establishment of an area vocational school?
    (a) Yes (b) No (c) Don't know

For the purpose of this study Technical Education shall mean: a type of education that emphasizes the learning of a technique or technical procedures and skills and aims at preparing technicians, usually above the high school level but not leading to a degree. Examples of technical fields are: Health or Medical Technology, Agricultural Technology, Engineering Technology, Home Economics Technology, Business and Industrial Technology.

15. Which organizations or institutions should provide vocational technical education programs? (Circle all that apply)
    (a) Comprehensive high school
    (b) Area vocational technical schools
    (c) Colleges or universities
    (d) Post-secondary area vocational technical schools
    (e) Privately or individually owned vocational technical schools

PART II.* ATTITUDES TOWARD VOCATIONAL EDUCATION

Directions: On the next pages you are to circle the response which corresponds most closely to your feelings about vocational education in the secondary schools of West Virginia.

Example: Some high school students are too undisciplined to employ. SA A U [✓ D] SD

Key:
SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

This person disagreed with the item to some extent and has indicated this by circling "D" (Disagree)

Do not spend too much time on any particular item. There are no right or wrong answers. Merely circle the abbreviation which most nearly indicates your true feeling. When your feeling falls between two choices, select the closer one. Please answer every item.

Note: All individual responses will be combined into statistical tables, thus all replies are confidential.

BEGIN HERE: Circle one

1. Vocational education is a major answer to the problem of unemployment. SA A U D SD

2. Vocational education is too costly in terms of money, time and effort. SA A U D SD

3. High school students who want to take vocational education programs are usually not mature enough to profit from them. SA A U D SD

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*NOTE: Part II was a common part of each category of respondents' questionnaire; therefore, it has only been presented here with the superintendents' questionnaire and not with the principals' and board members' questionnaires so as to avoid duplication with the appendices.

4. Good vocational education programs in schools will aid in attracting new industries to an area. SA A U D SD

5. Vocational education programs cannot possibly prepare high school students for the wide range of job opportunities available to them. SA A U D SD

6. Taking a vocational education program hinders students from further education after high school. SA A U D SD

7. The county school system should provide a wide variety of vocational programs at the secondary level to fit the needs and abilities of the student not going to college. SA A U D SD

8. Vocational education makes enough students useful members of society to justify its cost. SA A U D SD

9. Industry is not assuming enough responsibility for providing vocational education. SA A U D SD

10. Providing high school students with skills for earning a living is as important as skills for social living. SA A U D SD

11. It is more important to provide students with a sound basic education than to use their time for vocational education. SA A U D SD

12. High schools should expand their curriculum to include more vocational courses. SA A U D SD

13. The present vocational education programs provided in my county are not diverse and extensive enough to serve the needs of the students. SA A U D SD

14. Almost all students are interested in receiving some degree of vocational education in high school. SA A U D SD

15. Bright students, even though interested in the area, should be discouraged from enrolling in vocational education programs. SA A U D SD

16. Vocational education at the secondary level should be of a broad general nature rather than preparing for a specific occupation. SA A U D SD

17. High schools are not assuming enough responsibility for providing vocational education. SA A U D SD

18. The salary of a vocational teacher should exceed that of an academic teacher. SA A U D SD

19. Vocational education in high school is unnecessary since students can receive vocational training while on the job. SA A U D SD

20. There should be more money set aside in the county school budget for vocational education. SA A U D SD

21. Many more students would enroll in vocational education programs if the programs offered were more diverse and/or extensive. SA A U D SD

22. I would like to see the values of vocational education made known to more parents than is now the case. SA A U D SD

23. My county provides a wide variety of vocational programs. SA A U D SD

24. I am opposed to expanding vocational education programs when so many students need the basic subjects. SA A U D SD

25. My county is now spending an adequate amount of money on vocational education. SA A U D SD

26. My county is now doing an adequate job of informing the parents of the importance and value of vocational education. SA A U D SD

27. Present vocational education programs are not effectively preparing students for today's world of work. SA A U D SD

28. A major cause of dropouts is the failure of the schools to offer programs diverse enough to meet the needs, interests, and abilities of all students. SA A U D SD

29. Students in vocational education programs are often stereotyped as being of low intelligence and coming from low income families. SA A U D SD

30. I feel that any "low status" stereotype of vocational education programs should be removed by improving the programs and "educating" the public of the value and importance of vocational education. SA A U D SD

31. Public schools have no obligations for providing school dropouts with training for an occupation. SA A U D SD

32. The salary schedules for vocational education teachers will have to be higher than those of academic teachers in order to attract qualified people from business and industry. SA A U D SD

33. The students who take vocational education programs in high school often lack too many other scholastic skills. SA A U D SD

34. Vocational education in high school does an adequate job of preparing students for entrance into an occupation. SA A U D SD

35. Schools and local industry should work more closely together to provide vocational education. SA A U D SD

36. Vocational education programs are subject to too much federal control. SA A U D SD

37. Vocational education programs are so expensive that federal aid is a must for their operation. SA A U D SD

38. The control of vocational education programs should remain basically in the hands of the state and local authorities. SA A U D SD

39. Vocational training programs would be more successful at the post-secondary level than at the secondary level. SA A U D SD

40. The success of local vocational education programs depends largely upon the degree to which administrators encourage and support the programs. SA A U D SD

41. More funds will be needed in order to develop effective vocational education programs in my county. SA A U D SD

42. The use of federal funds to finance vocational education is desirable. SA A U D SD

43. I would cooperate with others in order to develop the best vocational education program for this county. SA A U D SD

44. I am thoroughly sold on offering vocational programs in high school. SA A U D SD

45. The state should provide additional funds for financing vocational education in my county. SA A U D SD

BOARD OF EDUCATION MEMBER

Date________________________

PART I*

Directions: Circle the letter which corresponds to your answer.

1. How long have you been a Board of Education member?
   - (a) 0-4 years
   - (b) 5-9 years
   - (c) 10-14 years
   - (d) 15-19 years
   - (e) 20 years or more
2. What is your approximate age?
   - (a) 24 or younger
   - (b) 25-34
   - (c) 35-44
   - (d) 45-54
   - (e) 55 or older
3. What is the most accurate description of your formal education?
   - (a) Bachelor's Degree
   - (b) Master's Degree
   - (c) Doctor's Degree
   - (d) Some college
   - (e) Business or technical school

There appears to be no definition that everyone will agree to: For the purposes of this study Vocational Education will mean the following: Public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.

College Preparatory Education will mean the following: (1) a sequence of subjects or group of courses prerequisite for college enrollment; (2) a body of educative activities and experiences (in secondary education) prescribed for pupils who wish to enroll at institutions of higher learning.

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*NOTE: Part II of the Boards of Education Members' questionnaire was exactly the same as Part II of the Superintendents' questionnaire; therefore, to avoid duplication, it was not appended here.

4. Are you satisfied that the local schools are doing all they can with present funds for youth not going on to four-year colleges?
   (a) Yes (b) No (c) Don't know

5. Do you feel that the educational programs in your county places more emphasis on college preparation programs than on vocational education programs?
   (a) Yes (b) No (c) Don't know

6. How would you describe your degree of experience with vocational education programs?
   (a) Very much (c) Slight
   (b) Moderate (d) No experience

7. In which of the following have you had experience? (Circle all that apply)
   (a) As a student in a vocational education course
   (b) As a teacher of a vocational education course
   (c) As a high school principal with responsibility for administration of a vocational education program
   (d) As a county superintendent with responsibility for administration of a vocational education program
   (e) No experience with vocational education programs.

8. Thinking into the future, do you see the importance of and need for vocational education in secondary schools as: (a) increasing, (b) decreasing, (c) remaining the same?

9. Why do you feel there is not more vocational training in the public schools? (Circle all that apply)
   (a) Lack of student demand for vocational training in high school
   (b) Lack of money for support of vocational education programs
   (c) Lack of job opportunities for vocational education graduates
   (d) Lack of qualified teachers
   (e) "Low Status" stereotype associated with vocational education programs.

10. How should vocational education programs be financed?
    (a) State provide facility--county provide operation cost
    (b) County provide facility--state provide operation cost
    (c) State provide for both the facility and the cost of operation
    (d) Other means (specify) ______________________________
    ____
    ____

An Area Vocational School may be defined as: a vocational school offering training in vocational areas and which serves more than one high school in one or more counties.

11. Where should vocational (trade) education programs be offered in our educational system?
    (a) Comprehensive high school
    (b) Area vocational schools
    (c) Colleges and universities
    (d) Post-secondary area vocational schools (community or technical college)
    (e) Privately or individually owned vocational schools

12. Do you feel your county has enough students who desire courses in vocational education to justify the establishment of an area vocational school?
    (a) Yes (b) No (c) Don't know

For the purpose of this study Technical Education shall mean: a type of education that emphasizes the learning of a technique or technical procedures and skills and aims at preparing technicians, usually above the high school level but not leading to a degree. Examples of technical fields are: Health or Medical Technology, Agricultural Technology, Engineering Technology, Home Economics Technology, Business or Industrial Technology.

13. Which organizations or institutions should provide technical education programs? (Circle all that apply)
    - (a) Comprehensive high school
    - (b) Area vocational technical schools
    - (c) Colleges and universities
    - (d) Post-secondary area vocational technical schools
    - (e) Privately or individually owned vocational technical schools.

SECONDARY SCHOOL PRINCIPAL

Date________________________

PART I*

Directions: Circle the letter which corresponds to your answer.

1. How long have you been a Principal?	(a) 0-4 years (b) 5-9 years (c) 10-14 years (d) 15-19 years (e) 20 years or more
2. What is your approximate age?	(a) 24 or younger (b) 25-34 (c) 35-44 (d) 45-54 (e) 55 or older

3. What is the size of your school? (Grades 10-12)
   - (a) Less than 100 students
   - (b) 100-249
   - (c) 250-499
   - (d) 500-750
   - (e) 750 or more

There appears to be no definition to which everyone will agree. For the purpose of this study _Vocational Education_ will mean the following: public school instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth for full-time employment in business, agriculture, trade, industry, and other occupational areas.

College-preparatory Education will mean the following: (1) a sequence of subjects or group of courses prerequisite for college enrollment; (2) a body of educative activities and experiences (in secondary education) prescribed for pupils who wish to enroll at institutions of higher learning.

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*NOTE: Part II of the Secondary School Principals' questionnaire was exactly the same as Part II of the Superintendents' questionnaire; therefore, to avoid duplication, it was not appended here.

4. Are you satisfied that the local schools are doing all they can with present funds for youth not going on to college?
   (a) Yes (b) No (c) Don't know

5. Do you feel that the educational program in your county places more emphasis on the college preparatory programs than on the vocational education programs?
   (a) Yes (b) No (c) Don't know

6. How would you describe your degree of experience with vocational education programs?
   (a) Very much (c) Slight
   (b) Moderate (d) No experience

7. In which of the following have you had experience? (Circle all that apply)
   (a) As a student in a vocational education course
   (b) As a teacher of a vocational education course
   (c) As a high school principal with responsibility for administration of a vocational education program
   (d) As a county superintendent with responsibility for administration of a vocational education program
   (e) No experience with vocational education programs.

8. Should part of the training of school administrators be concerned with administration of vocational education programs:
   (a) Yes (b) No (c) Undecided

9. Do you feel that additional training in the administration and supervision of vocational programs would be helpful to you in your present situation?
   (a) Yes (b) No (c) Undecided

For the purpose of this study, a class such as Introduction to Occupations would consist of the following: A course concerned with providing occupational information about various jobs. Such a course would aid students in making decisions concerned with their vocational futures by making known the educational requirements and opportunities associated with these vocational choices.

10. Thinking into the future, do you see the importance of and need for vocational education in secondary schools as: (a) increasing, (b) decreasing, (c) remaining the same.

11. Do you plan to recommend vocational education program expansion in your school within the next three years:
(a) Yes (b) No (c) Undecided

12. Why do you feel there is not more vocational education training in the public schools? (Circle all that apply)
    (a) Lack of student demand for vocational training in high school
    (b) Lack of money for support of vocational education programs
    (c) Lack of job opportunities for vocational education graduates
    (d) Lack of qualified teachers
    (e) "Low Status" stereotype associated with vocational education programs.

13. How do you feel vocational education programs should be financed?
    (a) State provide facility--county provide operation cost
    (b) County provide facility--state provide operation cost
    (c) State provide for both the facility and cost of operation
    (d) Other (specify) ____________________________________

____

An Area Vocational School may be defined as: a vocational school offering training in vocational areas and which serves more than one high school in one or more counties.

14. Where should vocational (trade) education programs be offered in our educational system?
    - (a) Comprehensive high school
    - (b) Area vocational schools
    - (c) Colleges and universities
    - (d) Post-secondary area vocational schools (community colleges or technical schools)
    - (e) Privately or individually owned vocational schools

15. Do you feel your county has enough students who desire courses in vocational education to justify the establishment of an area vocational school?
    (a) Yes (b) No (c) Don't know

For the purpose of this study Technical Education shall mean: a type of education that emphasizes the learning of a technique or technical procedures and skills and aims at preparing technicians, usually above the high school level but not leading to a degree. Examples of technical fields are: Health or Medical Technology, Agricultural Technology, Engineering Technology, Home Economics Technology, Business and Industrial Technology.

16. Which organizations or institutions should provide vocational technical education programs? (Circle all that apply)
    - (a) Comprehensive high schools
    - (b) Area vocational technical schools
    - (c) Colleges or universities
    - (d) Post-secondary area vocational technical schools programs
    - (e) Privately or individually owned vocational technical schools.

17. Indicate the types of vocational education programs in which you have had experience.
    - (a) Vocational agriculture
    - (b) Vocational home economics
    - (c) Vocational trade and industrial or technical
    - (d) Distributive education or business and office education
    - (e) No experience

APPENDIX D

LETTER AND FORM SENT TO COUNTY SUPERINTENDENTS REQUESTING THE NAMES AND ADDRESSES OF COUNTY BOARDS OF EDUCATION MEMBERS AND SECONDARY SCHOOL PRINCIPALS IN WEST VIRGINIA

RCU

West Virginia Research Coordinating Unit For Vocational Education

Marshall University - Box 174 - Huntington, West Virginia

Dear Sir:

The legislature of the State of West Virginia has recently authorized and funded a statewide study of vocational education. Part of this investigation will deal with the attitudes of school administrators and boards of education members toward vocational education in the secondary schools of West Virginia.

Would you please have a member of your staff complete the enclosed form so that the names and addresses of the high school principals and board of education members in your county might be secured. Enclosed you will also find a stamped, self-addressed, return envelope.

Thank you for your time and cooperation in making this study available.

Sincerely yours,

WEST VIRGINIA RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION

/s/ Charles Divita, Jr.

Charles Divita, Jr.

COUNTY DATE

Board of Education (Please indicate president of the board with asterisk (*)

Name Home Address

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Secondary School Principals

Name School Address

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

APPENDIX E

FOLLOW-UP LETTERS AND BUSINESS REPLY CARDS SENT TO PERSONS WHO HAD NOT RETURNED THEIR QUESTIONNAIRES AS OF DECEMBER 30, 1967

West Virginia Research Coordinating Unit For Vocational Education

RCU

Marshall University - Box 174 - Huntington, West Virginia

December 30, 1967

Dear Sir:

Some time ago you received a questionnaire concerning your attitudes toward vocational education in West Virginia. This is an important study in that it will help us to plan the type of vocational education program which can best serve the needs of the youths and adults of our state.

To date, the following responses have been generated among the three categories of persons that were surveyed:

Category	Number Surveyed	Per Cent of Responses
Superintendents	55	78.2
Board Members	275	38.5
Principals	207	72.5

We are very much interested in securing your attitudes concerning this matter. If you have not completed the questionnaire, would you please do so and return it at your earliest convenience.

If you have misplaced the questionnaire, you may secure another one by simply indicating your name and address on the enclosed, self-addressed post card. No stamp is necessary. Simply drop the post card in the mail, and we will send you a second questionnaire. Your attention in this matter will be greatly appreciated.

Thank you for your time and cooperation.

Sincerely yours,

WEST VIRGINIA RCU

Name of Person ______________________________

Address ____________________________________

CHECK ONE

__________ Superintendent

__________ Principal

__________ Board Member
